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ABSTRACT

A project was undertaken to continue development of a curriculum for training interpreters for deaf persons enrolled in vocational education programs in Texas. Utilizing field consultants for specialized course development, project staff completed 11 interpreting modules and accompanying audiovisual prototypes. In addition, on-site visits were made to evaluate the use of the curriculum and to establish a mechanism for a reporting and evaluation procedure. A series of tangible products resulted from the project, including an updated annotated bibliography; curriculum modules and syllabi composed of objectives, activities, teacher goals, and student handbooks; and audiovisual scripts. (Included in the appendixes--which make up the bulk of this document--are a weekly report form; a sample contract; an instructor guide; and modules on medical and mental health interpreting, social service interpreting, legal interpreting, American Sign Language (ASL) linguistics for interpreters, the culture and community of deaf persons, deaf and blind interpreting, minimal language skills interpreting, and oral interpreting. (MN)

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CONTINUED DEVELOPMENT OF CURRICULUM FOR INTERPRETER TRAINING PROGRAMS IN VOCATIONAL EDUCATION

July 1, 1980 - June 30, 1981

FINAL REPORT

for research performed in cooperation with
the State Research Coordination Unit
Department of Occupational Education
and Technology
Texas Education Agency

June 30, 1981

Texas State Technical Institute
Waco, Texas

Project Director: Melinda McKee

Curriculum Developer: Jan Kanda
Cynthia B. Roy

Project Assistant: Judith Alcorn

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ABSTRACT

Title of Project: CONTINUED DEVELOPMENT OF CURRICULUM FOR INTERPRETER PROGRAMS IN VOCATIONAL EDUCATION

Beginning: July 1, 1980 Ending: June 30, 1981 Expenditures: $60,139

Contact Person: Melinda F. McKee Organization: Texas State Technical Institute

Title of Contact Person: Coordinator, Deaf Student Services, TSTI-Waco

Telephone Number: 817/799-3611, Ext. 551

NEED

Because Federal law now mandates equal access to services for deaf persons, there is a rapidly increasing demand accompanied by a shortage of skilled and trained manpower to provide adequate professional interpreting services. A curriculum package was initiated at TSTI-Waco in a 1979-80 TEA grant to research and develop an in-depth quality curriculum and syllabi for use in statewide technical vocational interpreter training programs. Additional time is needed to complete the development of syllabi, modular lessons, audio-visual materials, and to field test same.

OBJECTIVES

There are three main objectives in this project: (1) continued development of curriculum modules as recommended in the 1979-80 project report; (2) production of audio-video scripts and materials required by the curriculum and syllabi developed; and (3) provision of consultant services upon request to post-secondary programs to implement and evaluate materials developed.

PROCEDURES

The advisory committee will be expanded to effect a more comprehensive input on curriculum content. Contact with national research and developments in interpreter training will be maintained. Project staff, utilizing field consultants for specialized course development, will complete eleven interpreting modules and accompanying audio-visual prototypes following the format and curriculum guidelines established during the initial year of research. On-site visits in the use of the curriculum and to establish a mechanism for reporting/evaluation procedure.

RESULTS

Tangible products produced will include: an updated annotated bibliography; curriculum modules and syllabi composed of objectives, activities, teacher guides, and student handbooks; and audio-visual scripts developed, prototypes produced. This will provide a resource of materials and program information facilitating quality improvement of existing programs and enabling implementation of new interpreter training programs, thus alleviating the manpower shortage of interpreter services for deaf consumers in Texas.

ACKNOWLEDGEMENTS

The Interpreter Training Curriculum Project staff of Deaf Student Services at Texas State Technical Institute (TSTI-Waco) is indebted to several individuals and departments for their contributions to this project. Their cooperation, services, and guidance provided the assistance that has made this project successful.

We express sincere appreciation to the Texas Education Agency for its foresight in providing funding for the continued development of the curriculum. Dr. Dan Bristow, Research Coordination Unit, Texas Education Agency, has always been ready with information, assistance, and advice for this project and we are grateful for his help.

We are also grateful to the participants of the Advisory Committee for their contributions of valuable expertise and time. Those members are:

- Janealee Adams
- Bob Alcorn
- Victor Azios
- Gary Curtis
- Rita DeVries
- Deborah Drummond
- Fran Herrington
- Ursula Palmer
- Carroll Parker
- Cynthia B. Roy
- Helen Sewell
- Tarrant County Jr. College

Several people at the TSTI-Waco Campus were most helpful with significant contributions to the project. First, Rick Hannah, staff artist with the Instructional Media Technology, has again given us precise, clear, beautiful drawings. We thank him for his hard work and expertise. Nell Blanchard and Sheila Armstrong of the Correspondence Center were responsible for the final typing and proofing of the Final Report and curriculum information. Dr. George Elliott and the Print Shop are responsible for the printing of this document. We thank all these people who have made this report possible. Dr. Tom Liston, Student Services Manager, and Ben Younger, Student Life Director, provided a great deal of support and administrative assistance throughout the project, thank you. We are also grateful to Dr. Robert Krienke, Campus Manager, for his continuing support and interest in the project.

Personal thanks and appreciation are extended to Melinda McKee, Project Director, for her unfailing support, advice, and encouragement and to Jan Kanda, who has moved to Johnson County Community College, but continued her invaluable support, advice, devotion, and encouragement of this project. Thank you to Judith Alcorn, Project Assistant, for her help and many favors and good work. One last thanks to Jacquelyn MacGibbon for her help, favors, and ready advice and assistance in the business matters of the project.

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INTRODUCTION

Because Federal law now mandates equal access to services for deaf persons, there is a rapidly increasing demand accompanied by a shortage of skilled and trained manpower to provide adequate professional interpreting services. A curriculum package was initiated at TSTI-Waco in a 1979-80 grant to research and develop an in-depth quality curriculum and syllabi for use in statewide technical/vocational interpreter training programs. Additional time was needed to complete the development of modular lessons, course syllabi, audio-video materials, and to field test the same.

This report details the procedures and methods to meet the objectives of the proposal. The report also outlines what was developed, how it was developed and encloses the results. The appendices provide course work syllabi in-depth, three modules for training, two modules for systems and methods of training and up-dated instructor guides and bibliography for training programs in post-secondary programs in Texas and the nation.

STATEMENT OF THE PROBLEM

Interpreting as a profession is a new and emerging occupational area for Texas. Only within the past five years have the necessary knowledge and trainable skills required of interpreters begun to be researched. Research conducted by this project during 1979-80 revealed new training ideas and various approaches to more effective training as it has emerged in the field of professional interpreter education. As educators around the nation struggle with what to teach, how to teach, and the frantic demand for interpreters, many program personnel have had little time and money to effectively research what is needed in an up-to-date curriculum or course of study for training purposes.

The Texas Education Agency (TEA) has recognized the critical need for interpreter training programs and a standard curriculum for use in such programs to facilitate transferability of course work. In 1979, TEA funded a one-year project at Deaf Student Services, TSTI-Waco, to develop such a curriculum together with syllabi and two audio-video prototypes. Because the curriculum was to be available to any post-secondary program in Texas, duplication of development time and money was thus avoided.

Work on the project during this initial year resulted in significant progress toward completing these goals as a broad-based curriculum was developed and objectives appropriate for the training of professionally certifiable interpreters within any post-secondary program were identified. Entry level skills and knowledge were identified; model training guidelines and methodology for instruction were determined. An annotated bibliography and curriculum outline were developed along with course descriptions. One of twelve interpreting modules has been developed in-depth with a five unit format, performance based objectives student handbook (self-paced in narrative and activities style), teacher guides, and listings of resource materials.

These materials served as initial resources to institutions in Texas however, the project staff felt a continuation of the project was greatly needed. The following needs were identified:

1. A self-paced, individualized format was chosen for the twelve interpreting modules. Although, the in-depth writing and development of one module was completed, the remaining eleven interpreting modules needed to be completed.

2. Because sign language is a visual mode of communication, audio-video materials are required by the modules. These needed to be developed for duplication and use by post-secondary programs.

3. During the research period, new methods of instruction and terminology were identified, reflective of the genesis in this new and emerging occupational area. The materials developed encompassed and continue to encompass these new trends. Because of this, consultant services needed to be available upon request to institutions who wish to use this curriculum in part or whole. Such consultation would allow clarification to persons unfamiliar with these innovations.

4. Pre/post tests needed to be developed for all modules to allow open entry/exit and individualized progression through the program.

5. Certain areas were identified which should be included in the curriculum in which the project staff had inadequate expertise and were not qualified to write materials. Extension was needed to contract, oversee, and assemble coursework from outside consultants.

STATEMENT OF OBJECTIVES

The Interpreter Training Curriculum Development Project of Deaf Student Services at TSTI-Waco proposed the following objectives for the project:

Objective 1: Continue development of curriculum modules as recommended in the 1979-80 project report.

This continued development will include:

A. In-depth writing of eleven self-paced individualized interpreting modules, complete with teacher materials and student handbook.
B. Developing pre- and post-tests to accompany all self-paced units.
C. Contracting, overseeing, and assembling coursework identified as needing the expertise of outside personnel for inclusion in the curriculum materials.

Objective 2: Produce audio-visual materials required by the curriculum and syllabi developed.

To accomplish this objective, the following will be done:

A. Following development of self-paced modules, all areas requiring audio-visual materials will be identified.
B. Scripts will be developed in a standardized manner for inclusion in the project report, enabling production of audio-visual materials by institutions desiring to do so.

C. Based on scripts developed, video and audio tapes will be developed to accompany two modules. These tapes will be available for duplication to post-secondary institutions desiring to use them and shall serve as a model for further development by those programs initiating model interpreter training.

Objective 3: Provide consultant services upon request to post-secondary programs to implement and evaluate materials developed.

To insure the accomplishment of this objective, the following steps will be taken:

A. Two trips will be made to each of the three programs in Texas currently engaged in paraprofessional or interpreter training and frequent contact will be made with McLennan Community College, the local community college. The purpose of the initial visit will be to acquaint personnel with the curriculum available and potential utilization in their institutions. The second on-site visit will be to provide training in the use of curriculum, syllabi, bibliography, curricular materials, and audio-visual materials, in part or whole.

B. Project staff will be available to give advice on implementation of training package by telephone, written correspondence, or personal interview to all other post-secondary programs upon their request and at their expense.

C. Programs receiving consultant services will be requested to provide project staff with regular reports during the use of the curriculum to aid in evaluation and identification of revisions needed.

METHODS

The plan of action carried out by this project was conducted in three phases, the major activities of which will be discussed in this section.

PHASE I: Advisory Committee

Contact was made with twelve people in Texas during the first week of August, inviting them to serve on the Advisory Committee. These people were selected because of their leadership in the fields of professional interpreting, education, services to deaf persons, curriculum development, and interpreter training. All twelve graciously accepted; the first meeting was held on Friday, September 12, 1980. At that meeting, the 1979-80 curriculum document was presented and explained; interpreting modules to be developed during 1980-81 were prioritized, ideas were shared regarding the dissemination of the 1979-80 document, and decisions were made in regard to general project direction.

During the second and third quarter, contact was maintained with the Advisory Committee by mail and telephone. No major meetings were held as primary efforts were given over to curriculum development.

PHASE II: Contact Post-Secondary Programs and Interested Agencies

POST-SECONDARY PROGRAMS: In seeking to inform Texas secondary schools about the products available from last year's research and writing, the decision was made to utilize newsletters and professional organizations rather than sending letters to each institution. The Public Information office of TSTI-Waco developed a news release which was sent to all Texas newspapers, newsletters published by post-secondary organizations, magazines frequently read by persons working in the field of interpreter training and post-secondary education.

INTERESTED AGENCIES: Contact has been maintained with Debbie Drummond of the Texas Commission for the Deaf on a monthly basis, keeping this agency informed of project direction and developments. Ms. Drummond has been most helpful in sharing information pertinent to project objectives.

Carroll Parker of the Texas Education Agency is serving on our Advisory Committee and has also been quite interested and helpful in project development. Ms. Parker's job includes supervising and approving interpreter training programs in Texas.

Ralph White of the Texas Rehabilitation Commission was given a copy of the 1979-80 curriculum document in an attempt to make his agency aware of its availability. Mr. White has been very supportive of the project.

ON-SITE VISITS: Visits were made to Eastfield College, Dallas; and Tarrant County Jr. College, Fort Worth, during the first quarter and were followed up by telephone and mail contacts. The Curriculum Developer(s) were in contact with Bob Alcorn, Coordinator of the McLennan Community College Interpreter Training Program and visited one of the classes in which he is piloting our curriculum materials. Mr. Alcorn is submitting weekly reports to the project (Appendix C), assisting with curriculum validation. Additionally, the Project Director and Curriculum Developer are serving on the Advisory Committee of the MCC project, which maximizes our ability to assist in the use and application of training materials developed.

A very beneficial visit was made to El Paso Community College in October to discuss the curriculum project and its applicability to the Interpeter Training Program there. The curriculum document was introduced and in-depth consultation provided at the request of Victor Azios, reviewing their total curriculum, making suggestions for improvements and/or changes, and indicating how our curriculum might dovetail into their program. A meeting was held with the Project Director and Language Specialist at the El Paso Vocational Preparation Program for the Deaf with the Community College people. At that time, assistance was given in making a needs analysis in terms of the community interpreting needs and the effect this should have on the school's terminal behavioral objectives within the Interpreter Training Program.

We attempted to conduct a similar meeting with staff and personnel at the Southwest Collegiate Institute for the Deaf since it is in the same area and since they are planning to institute interpreter training. Although arrangements were made, a last minute breakdown in communications resulted in no one meeting the plane and no meeting being arranged.

Following their receipt of the curriculum document, Johnson County Community College in Kansas contacted the project, requesting consultant services at their expense. Two days were spent observing classes, studying curriculum and course outline, critiquing textbooks, and giving general consultant services.

PHASE III: Continued Development of Courses and Modular Units

Part 1: Contracts were drawn up and signed with individuals with expertise in areas indentified as needing development and/or revision (see Appendix D). Contracts were made with the following persons:

Betty Colonomos, MCSC
    Instructor, Gallaudet College, Washington, D.C.
    "ASL Linguistics for Interpreters"
Rita DeVries, CCS
    Free-Lance Trainer/Consultant
    "Deaf-Blind Interpreting"
    "Minimal Language Skills Interpreting"
Jan Kanda, CSC
    Coordinator, Interpreter Training Project, Johnson County Community College
    "Oral Interpreting"
Susan Rutherford
    Lecturer, University of California at Berkeley
    Instructor, Vista College, Berkeley, California
    "The Culture and Community of Deaf Persons"

All course/modular work was reviewed, edited as necessary, and accepted by the Curriculum Developer(s). Most of the materials include pre-/post-tests, learning objectives, in-depth syllabi, instructor and student resources, and examples of evaluation tools.

Part 2: Three interpreting modules/student handbooks were developed by the staff. Teacher guides and reference material are included following the style and format of the model completed under the 1979-80 grant. Each handbook, this year, also contains an introduction and pre-/post-test.

Part 3: Media production was delayed and finally cancelled due to lack of technical expertise availability in the Instructional Media Technology. The department is undergoing staff and facility changes and were not able to release their personnel from their primary teaching responsibilities.

We have procured seven or more 60-minute, color, 3/4" audio/video tapes produced at Johnson County Community College, Jan Kanda and Bob Alcorn, co-producers, in conjunction with the ITCP Project at TSTI-Waco. The tapes are prototypes for curriculum materials produced in the 1979-80 Final Report and this year's report. Those tapes include: (1) linguistic assessment ("Introduction to Interpreting"); (2) mechanics of interpreting ("Introduction to Interpreting"); (3) Medical/Mental Health Interpreting; (4) Social Services Interpreting; (5) ASL to English ("Educational Module: Interpreting Unit"); (6) English to ASL ("Educationl Module: Interpreting Unit"); and (7) a 30-minute conversation on Deaf Culture, and others. These tapes were produced with the camera angle as recommended by last year's report and as "real work" situations.

RESULTS

Objective #1:

Three interpreting modules were completed by the project staff. They include: Medical/Mental Health Interpreting, Social Service Interpreting, and Legal Interpreting (Appendix F, G, and H). The first four units are the only units completed within each module as the Interpreting Unit is identical to the unit in last year's Educational Module. We are informing instructors to pull this unit from last year's report, duplicate, and attach to the unit under study. Last year's Educational Module inserted teacher guide materials between every unit. We intended these modules as student handbooks and have, therefore, pulled this material into a separate Instructor's Guide, with bibliographic references at the back of this guide (Appendix E). This year's modules include an introductory statement to the student briefly describing the performances objectives and procedures for use. Also included is a pre-/post-test to be collected by the instructor and used for evaluating mastery of the module.

Coursework/modules that were contracted for outside expertise far exceeded our expectations. "ASL Linguistics for Interpreters" (Appendix I) is a 60-page course syllabi divided into units which identify topics, teacher resources, student resources, learning objectives, learning activities and sample evaluation items. The project staff agreed with Betty Colonomos that instructors of this course need to be well acquainted with various academic fields, i.e., linguistics, sociology, and anthropology. We also feel the quality of professional trainers in the field today is such that these persons will be able to supplement their gaps in various fields with the enormous amounts of resources provided by the author. This course plays a unique role in our developing field as, theoretically, this information should already be acquired by persons wishing to become interpreters. In the years to come, this course will be modified greatly by new linguistic information and better preparation of interpreter trainees.

During the last few months, the Curriculum Developer, in trying to provide materials for instructors in this field of inter-lingual, inter-cultural communication, recognized a need for revision of last year's course, "Knowledge of Deafness." More and more, as we learn that interpeting is not merely a translation of words but also an interpretation or an explanation of cultures between persons, we recognize the need for a study of cultures, both hearing and deaf. A study of culture is a study of factors which influences and decides attitudes, beliefs, values, and behaviors of a community of persons. Many trainers and trainees are instinctively aware of hearing cultural attributes but the study of Deaf culture has just begun. Two months before this project ended, Susan Rutherford of Berkeley, California, very graciously agreed to submit a syllabi entitled "The Culture and Community of Deaf Persons" (Appendix J). Due to the lateness of our contract with Ms. Rutherford, we are including a syllabi lacking learning objectives, activities, and so forth; but Ms. Rutherford has outlined information which trainees should learn in order to complete the bilingual, bicultural interpretation of messages. The author wished to stress to trainers two things: (1) the sociological, anthropological studies of culture. Comprise the model for study and one can always refer to the model; and (2) one should always examine the culture one is studying for answers.

Rita DeVries authored an instructional module on Deaf-Blind Interpreting (Appendix K). Ms. DeVries also wrote and developed a module for Minimal Language Skills Interpreting (Appendix L). Both modules have learning objectives, student activities, evaluation items, and a wealth of resources for instructors.

In her continuing support and dedication to the curriculum project, Jan Kanda agreed to develop and write a module on Oral Interpreting (Appendix M), which also includes many resources for the instructor.

Objective #2:

For reasons outlined above (Methods) the final development of audio/video prototypes necessitated the purchase of tapes produced at Johnson County Community College in conjunction with this project (ITCD) at TSTI-Waco.

Produced were seven or more 60-minute, color, 3/4" audio/video tapes representing samples of audio/video production which must accompany "Introduction to Interpreting" (1979-80 Final Report), "Non-Verbal Communication for Interpreters" (1979-80 Final Report), and Interpretings modules such as "Educational," "Social Services," "Medical/Mental Health," and others. All situations were done as "real work" situations for interpreters with common problems that arise. The camera angle is the training angle recommended by the 1979-80 Final Report whereby the camera films the interpreting situation as if from the view of the interpreter/trainee's own eyes.

Sixteen deaf models (who were paid for their time) are used as examples of language and/or system variance. Two hearing models were also used; they are instructors at TSTI-Waco.

The project staff at TSTI-Waco and co-producers, Jan Kanda and Bob Alcorn, of Johnson County Community College, feel these tapes are of outstanding quality and perhaps the first of their kind in this field.

The tapes will be available from the Research Coordinating Unit at TEA with accompanying scripts.

Objective #3:

Initial visits to training programs in Texas (Eastfield College, El Paso Community College, Tarrant County Junior College, and others) were well received and the curriculum reviewed with some of their staff. However, none of the programs contacted requested an in-depth training session on the curriculum and its use. We felt perhaps this was due to a lack of structured time available in most programs for curricular training. With the change of personnel on our project staff, contact was not initiated from TSTI-Waco for further visits.

The project staff did receive frequent contact from training programs all over the nation. Even though the majority of contacts were requests for the 1979-80 Final Report, many calls and letters had questions on initiating training, search for resources, and/or information in general. Although disappointed in the response from Texas training programs, we have been highly gratified, but amazed at the overwhelming, positive response nationally. Several sample letters received are attached (see Appendix C).

All Texas interpreter training programs using any part of the 1979-80 curriculum were requested to send in evaluation forms on a regular basis. Only McLennan Community College's (MCC) Interpreter Training Project sent weekly reports to this project during the Fall (Appendix D). No project reports were received during the Spring. The major criticism from this project was that materials were difficult and time-consuming to locate. This is a valid criticism from a program and college new to interpreter training as their sources of information and library resources are probably indeed limited. MCC also experienced difficulty in not having video taped material available.

Hopefully this year's prototypes will help solve this problem. Any program, however, must have its own resources to develop further tapes, as the TSTI-Waco curriculum will only provide a sampling of video materials.

SUMMARY

The tangible products of the project are the following Appendices and accompaning videotapes. At this point, the field of interpreter training needs a national center for training materials and further testing of curricular materials. This project's two-year curriculum effort is a major step in the area of training and now needs a major sponsor to bring national and/or Texas trainers together to learn these materials, utilize them, and modify them as appropriate. Already we see Text/Discourse Analysis being introduced all over the United States, and in years to come will see this study becoming incorporated into all training programs.

TEA rapidly disseminated 200 copies of the 1979-80 Curriculum and reprinted a large number, the supply now having been depleted again. We are very honored to announce that the first year's project report was chosen for inclusion by the ERIC Document Reproduction Service in the July, 1981 issue of Resources in Education. (ERIC Document No. ED 198 308). It is anticipated that this 1980-81 final project report will also appear in the ERIC Document series.

This second year has provided time to develop modules, syllabi, and videotapes so desperately needed by all Interpreter Training programs. The courses and modules are flexible and adaptable for most training and are innovative in producing written training information for students and instructors alike.

The project of curriculum development is not, nor ever has been, intended to be the final word in interpreter training. Rather, implicit in its design is the understanding that interpreter training is in a neonatal stage. Improvements, re-direction, emergence of new philosophies and techniques, deletions, supplements, etc., all are expected and critically needed for continued curriculuar development in this field. It is hoped that the TSTI-Waco Interpreter Training Curriculum Project will be viewed as a resource for further refinement of training and that training programs will find it a valuable tool as a "jumping off place" to meet their own unique needs.

APPENDICES

APPENDIX A

ADVISORY COMMITTEE MEMBER LIST

Janealee Adams, President, 1980-81
Texas Society of Interpreters for the Deaf
2402 Viva Drive
Mesquite, TX

Bob Alcorn, Project Coordinator
Interpreter Training for the Deaf
McLennan Community College
1400 College Drive
Waco, TX 76708

Victor Azios
Director of Public Services
El Paso Cummunity College
P. O. Box 20500
El Paso, TX 79998

Gary Curtis
Director of Services for the Deaf
Texas Education Agency
201 E. Eleventh Street
Austin, TX 78701

Rita DeVries
RID Board
1319 Westgreen
Katy, TX

Debbie Drummond
Texas Commission for the Deaf
P. O. Box 12904
Austin, TX

Fran Herrington, Chairperson
TCD Board of Evaluators of Inter.
2404 Laramie Trail
Austin, TX 78745

Ursula Palmer
Program Coordinator
Training Paraprofessionals for the Deaf
Eastfield College
3737 Motley Drive
Mesquite, TX 75750

Carroll Parker
Post-Secondary Division
Texas Education Agency
201 East Eleventh Street
Austin, TX 78701

Cynthia Roy, CSC
1980-81 Curriculum Developer
1505 Eleventh Place
Big Spring, TX 79720

Helen Sewell
Statewide Project for the Deaf
Texas School for the Deaf
1102 South Congress
Austin, TX 78704

APPENDIX B

AGENDA
ADVISORY COMMITTEE MEETING
Friday, September, 12, 1980

I. Welcome/Introductions

II. Presentation of 1979-80 Curriculum Document

III. Overview
  - Curriculum Outline
  - Coursework Completed
  - Needs Identified

IV. 1980-81 Project
  - Objectives
  - Procedures
  - Specific results to be produced

V. Committee Input
  - Prioritize Interpreting Modules
  - Contractual Needs
  - Audio/visual development (California objectives)
  - Consultant services

MINUTES OF ADVISORY MEETING
Interpreter Training Curriculum Project
September 12, 1980
Austin, Texas

The meeting was called to order at 7:00 p.m. by Melinda McKee who made introductions and expressed appreciation to those present who included:

Project Staff:	Advisory Committee:	Interpreter:	Guest:
Melinda McKee	Bob Alcorn	LeWana Clark	Leora Kemp
Jan Kanda	Debbie Drummond		
Judy Alcorn	Carroll Parker		
	Cindy Roy		
	Helen Sewell		

Those who were unable to attend were noted with explanation:

Ill:	Out-of-State:	Other:
Gary Curtis	Rita DeVries	Janealee Adams
Fran Herrington	Ursula Plamer	Victor Azios

A copy of the 1979-80 Final Report, with a detailed explanation about its contents, was given to all in attendance. Coursework completed was identified with the overall curriculum outline. Objectives, procedures, and specific results to be produced during the 1980-81 grant were reviewed.

Carroll Parker, Texas Education Agency Consultant for Paraprofessional Programs, shared information regarding post-secondary schools offering coursework related to deafness, sign language and/or interpreter training. She also suggested several statewide conferences and workshops where information about the available curriculum could be shared in accordance with Phase II of Procedures.

The interpreting modules to be developed during this year were prioritized by committee discussion and concensus. Order of developmental priority suggested is: rehabilitation/employment, minimal language competency, social services, medical/ mental health, oral/deaf-blind, legal, telephone/TV, religious, artistic, multi-lingual (to be worked on throughout since no existing materials or aids have been identified).

Weekly report forms requested of programs piloting curriculum materials was reviewed. Several suggestions were made allowing greater information and feedback.

The California objectives for Script development were reviewed and accepted as good guidelines by all. Coursework and interpreting modules needing outside expertise were discussed. Decisions will be made by project staff based on need and budgetary limitations.

The meeting was adjourned at 10:15 p.m.

APPENDIX C

St. Louis Community College
at Florissant Valley
Communications - North

3400 Pershall Road
St. Louis, Missouri 63135
595-4222

May 1, 1981

RECEIVED
MAY [illegible] 1981
DEAF
STUDENT SERVICES

Melinda F. McKee, Coordinator
Deaf Student Services
Texas State Technical Institute
Waco, Texas 76705

Dear Melinda,

I am writing to request 5 copies of a publication completed in June, 1980. Both sign language instructors and I would like to incorporate the material into our sign language and interpreting course this next fall.

The publication:

Developing Curriculum for Interpreter Training
Programs in Vocational Education
7/1/79 - 6/30/80
Final Report

for research performed in cooperation with state
research coordination unit

Department of Occupational Education and Technology
Texas Education Agency TST
Waco, Texas

Thank you in advance for the 5 copies of this valuable publication.

Sincerely,

Patrick Sellner

Patrick Sellner,
Job Placement Specialist
PROJECT ABILITY
Resource Program for Vocational
Students with Disabilities

ml

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February 27, 1981

Melinda F. McKee, Coordinator
Deaf Student Services
Texas State Technical Institute
Waco, Texas 76705

Dear Ms. McKee:

I have recently had an opportunity to skim through a copy of your excellent publication, "DEVELOPING CURRICULUM FOR INTERPRETER TRAINING PROGRAMS IN VOCATIONAL EDUCATION," and would like to have a personal copy for my professional library.

Please send a copy to me at the College of Southern Idaho, Box 94. If there is a charge, you may bill me directly, or through the Business Office of the college.

Sincerely,

JoAnn Dobecki Shopbell

JoAnn Dobecki Shopbell
Associate Professor
Interpreter Training Program

JDS/mr

RECEIVED
[illegible]
STUDENT [illegible]

Fremont-Newark
Community College
District

OHLONE
COLLEGE

3600 Mission Blvd
P.O. Box 3909
Fremont CA 94538

(415) 657-2100

February 23, 1981

Ms. Melinda McKee, Project Director
Texas State Technical Institute
Deaf Student Services
Interpreter Training Curriculum Development
Waco, Texas 76705

Dear Melinda:

Thank you so very much for sending me your curriculum report. You must be very proud of the results of your hard, deligent efforts.

I am sharing the report with my colleagues, and have received excellent feedback.

Hope to see you at C.I.T.

Sincerely,

Marjoriebell S. Holcomb
Project Director, Regional
Interpreter Training Program

MH:ce

RECEIVED
FEB 2 1981
DEAF
STUDENT SERVICES

APPENDIX D

Course ______________________________ Date ______________________

School ______________________________ Instructor ________________

Check all appropriate:

A. Teacher materials were:

_____ adequate

_____ helpful

_____ creative

_____ easily understood

_____ inadequate

_____ disorganized

B. Student materials were:

_____ adequate

_____ challenging/stimulating

_____ easily understood

_____ appropriate for clientele

_____ inadequate

_____ uninteresting/monotonous

_____ relevant/definite

C. Resources:

_____ adequate

_____ correct

_____ available

_____ difficult to locate

_____ easily accessible

_____ insufficient

D. How do you rate this course?

_____ above average

_____ average

_____ below average

E. Errors found:

F. Suggestions:

Please attach copy of lesson plan, tests administered, student handouts.

Please fill out weekly during the semester and mail to:

Jan Kanda
Interpreter Curriculum Project
Deaf Student Services
TSTI-Waco, Bldg. 32-05
Waco, TX 76705

APPENDIX E

November 10, 1980 SAMPLE

MEMORANDUM OF AGREEMENT

The Staff of the Interpreter Training Curriculum Project has identified several areas in which outside expertise is required to develop self-paced modules necessary to complete our contract. One such area is related to interpreting for special populations, specifically, interpreting for deaf-blind persons. Therefore, the following agreement is entered into between TSTI-Waco and ________.

________ SHALL DEVELOP ONE COMPLETE SELF-PACED MODULE TO DEVELOP KNOWLEDGE AND SKILL IN THE AREA OF DEAF-BLIND INTERPRETING.

Said module shall include the following components:

1. Enabling behavioral objectives;
2. One self-paced student handbook following the format of the Educational Interpreting Module, pages 244-374 in the 1979-80 Project Final Report;
3. Instructor guides and materials, including suggestions for field trips, guest speakers, mobility training, audio-video materials to be developed, and other instructor initiated supplementary materials;
4. Resource materials (those easily obtainable shall be cited, others shall be copied and included);
5. Pre-/post-tests and other intermediary measurement devices together with keys or answer sheets.

The writer may assume the following about prospective students for whom the module is being developed:

1. Students will possess "fluency" in American Sign Language, which for our purposes is defined as ability to use the language comfortably in conversational situations;
2. This module will be a portion of a course teaching skills and knowledge needed with special populations and shall be included as one of several core courses making a foundation upon which interpreting skills will be taught;
3. Practical application of the skills learned in this module will be made in educational, legal, medical/mental health, social services, vocational rehabilitation/employment, and other situational modules developing interpreting skills.

The enabling objectives and instructional materials developed shall lead to mastery of the following terminal objectives:

1. Students shall demonstrate knowledge of special considerations as applied to interpreting for deaf-blind persons by completing a written examination with 85% accuracy. This shall include ethics, etiquette, positioning, environment, dress, and wage determination.

2. Students shall demonstrate knowledge and understanding of the etiologies of deaf-blindness, cultural and sociological factors uniquely related to deaf-blind persons, and social and governmental agencies providing services by completing a written examination with 85% accuracy.

Because the project must abide by time lines within a contract between TSTI-Waco and the Texas Education Agency, time is of the essence. Therefore, materials shall be submitted according to the following dates:

1. Objectives, outline, and syllabus shall be submitted by January 15, 1981, for review and approval.
2. The module, complete with all of the components identified above shall be submitted on or before March 30, 1981.

UPON RECEIPT, REVIEW AND ACCEPTANCE OF MATERIALS DEVELOPED AS OUTLINED ABOVE, TSTI-WACO SHALL PAY __________ THE TOTAL AMOUNT OF _______.

Payment shall be made in the following manner:

1. Upon receipt, review, and acceptance of the objectives, outline, and syllabus, payment of _______ shall be made.
2. Upon receipt, review, and acceptance of the completed module as outlined above, the balance of ______ shall be paid.

The materials shall be included in the 1980-81 Final Report of the Interpreter Training Curriculum Project. This report shall be available to any post-secondary institution in Texas or other parties requesting the materials from the Texas Education Agency. ________ will be cited and given full credit as the author and developer of the module.

Project staff shall provide feedback and general guidance during the development of these instructional materials.

All conditions stated above are agreed to be both parties this 23rd day of November, 1980.

________________________, CAMPUS MANAGER

________________________, WRITER

________________________, PROJECT DIRECTOR

________________________, CURRICULUM DEVELOPER

APPENDIX F

Instructor Guide

Resource Bibliography

Audio/Visual Tapes

INSTRUCTOR GUIDE
Medical/Mental Health, Social Services, and Legal Interpreting

Introduction

Following this guide and resource information will be three self-paced instructional modules for interpreting students desiring to study and master interpreting in several different situations. The goal of the modules is to guide students through the steps necessary for preparation to do interpreting. These modules can be taken from this report and duplicated as many times as necessary. Last year, the curriculum report included the instructor information within the module, and in duplication would have to be removed. Therefore, this year's report has separated instructor information and has an up-dated bibliography at the end of this guide.

The primary emphasis is to guide the student in accumulating, studying, and preparing information necessary for an interpreting assignment on his own. The modules teach students to: anticipate settings, assess linguistic systems, determine and study specialized vocabulary, identify problems and apply ethical solutions, arrange appropriate position, dress, and environment, and give practice in analyzing and interpreting various texts. This year's modules have eliminated the last unit: Interpreting: ASL/PSE to English, English to ASL/PSE, and Interpreting Between the Two Languages as it is exactly the same procedure written in 1979-80 Final Report and can be taken from there, copied, and added to student modules. This year's report includes audio/video tapes to provide you with examples of how to produce such material for your own program.

Many activities are individualized; but some are recommended to be done as a group. It is strongly recommended that instructors provide opportunities for students to gather in seminar situations to discuss studies and experiences. Group discussions and sharings allow people to verbalize their thoughts and insights during the training process.

The 1979-80 Final Report included a model learning laboratory which encompassed areas for quiet study, seminar rooms, audio/video rooms, and instructor monitoring desks.

The terminal goals outlined in the student handbook are intended for student practicum/field experience in "live" interpreting situations. Students must master the enabling objectives in each unit before proceeding to the next unit. The criteria for mastery is sometimes stipulated in the student handbook, but sometimes left for the instructor to determine. The enabling objectives can be used as pre/post testing items with determination of required mastery level left to the instructor's discretion.

Instructor's Guide (continued)

Most of the knowledge and skill goals for learning are clearly stated in the student handbook. What is not stated, but emphasized greatly, is the desire for these students to become professional persons, adhering to the high standards and performances demanded of professionals in any field.

The modules are meant to be duplicated for students to keep and use for future reference and resource.

A suggestion for instructors is to develop a checklist for each handbook so the instructor and students can determine a student's progress through the units and entire module.

At times in the modules there is not an alternative should the student fail to master the material in the portion. We have left this to the instructor's discretion as to whether the student should re-study the module or seek another source of information or simply discuss problems with the instructor.

Again, please note that the last unit in each module has been left out of this year's report and instructors must obtain that unit from the 1979-80 Final Report.

Suggested Preparations and Activities:

Objective #1	Prepare possible answers for the situations in three types of settings, how many people in the settings, and information about persons involved for large groups. Most answers can be found in the Introduction to Interpreting course.
Objective #2	Have a check sheet with sentences for asking language/system preference under Activity #1 and with answers for Activitity #3.
Objective #3	Prepare videotapes with self-marking sheets. Hire four deaf persons in the community who use a variety of language/systems to appear on videotape. Stage specific clothing and attitudinal differences. Each "actor" might share an experience on camera. See videotapes produced with this curriculum report for examples.
Objective #4	Invite various deaf and hearing professionals in the field of study to speak about their particular programs and to answer questions the students may ask following the presentations. Inform the speakers ahead of time about the specific information (see Speaker Observation Form) which should be included in the speeches. Videotape these speakers to build a video library and to have available for future use. The authors recommend that you space the speakers throughout the unit as the students become more and more familiar with the educational situation.

Instructor's Guide - Vocabulary

Suggested Preparations and Activities

Objective #1	Make arrangements with specific personnel to roleplay interviews. Try to introduce students to areas that are unfamiliar to them. Make arrangements for textbooks and materials that will fit the requirements of this unit.
Objective #2	Have a librarian speak on dictionaries and thesauruses: types, function, how to read, etc.
Objective #3	Locate material requiring ideographic signs. Refer students to these materials when necessary. Have students read literature on American Sign Language structure (i.e., The Signs of Language by Bellugi and Klima).
Objective #4	Prepare situations where students might interpret. Choose your assignments so students must follow steps outlined through each objective.

Instructor's Guide - Special Considerations: Ethics, Position, and Environment

Suggested Preparations and Activities:

Objective #A-1	Have RID and TSID Code of Ethics as handouts for inclusion in this objective.
Objective #A-2	Review situations and problems given. Determine correct responses.
Objective #A-3	Prepare live or videotape performances of problems that arise in situations of modules. Make sure all "actors" are well rehearsed. Some examples are: Interpreter giving advice; Interpreter correcting clients; Relaying as much information as possible in situations, and others.
Objective #A-4	Prepare roleplaying situations in which only the student must act accordingly. Videotape students for critique.
Objective #B-1	Read through unit and be prepared to answer questions from students.
Objective #B-2	Arrange for visits to interpreting situations for the purposes of observation. Make sure students understand to observe only those factors listed on the observation sheet. You may want to delay this activity until students have completed "General Considerations" Unit.

Instructor's Guide - General Considerations: Compensation, Dress, and Etiquette

Suggested Preparations and Activities:

Objective #A-1	Have the student check the Internal Revenue Service or a Certified Public Accountant about recordkeeping for professional work. Because these units are individualized, students should go out and seek this information themselves. Prepare handouts of RID, TCD, and VR suggested fee schedules or again have students prepare this information themselves.
Objective #A-2	Prepare answers for hiring situations.
Objective #B-1	Prepare answers for unit questions.
Objective #B-2	Arrange on-site visits for observation. Provide additional forms if needed.
Objective #C-1	Determine appropriate responses to questions.
Objective #C-2	Prepare live/videotape performances of behavior situations that might occur when not actually interpreting but still within the situation.

Audio/Visual Tapes

This year's Final Report has audio/video tape prototypes available for use with various courses and modules within the 1979-80 and 1980-81 curriculum projects. The visual format for these materials was designed and developed by W. F. Roy, III, 1978, Texas. Cynthia B. Roy elaborated on this format in the 1979-80 report. The unique design and innovative style of the accompanying videotapes include the following: (1) realistic camera angles; (2) use of audio-video tapes for expressive/receptive interpreting training, i.e., as encountered in actual interpreting assignments (as opposed to testing voicing fluency only); (3) use of trained actors as doctors, lawyers, counselors, real estate agents, i.e., persons functioning in everyday life roles; (4) scripting of situations for appropriate training levels and problem solving; and (5) payment to actors involved for professional services.

These prototypes are meant as examples of how training (especailly in the Interpreting unit of the modules), and testing tapes for Interpreters should be developed. These tapes are the beginning; the use of this format is still being studied and developed. Further research is needed to determine when various elements of interpreting situations should be introduced to trainees. Field testing of these tapes is now proceeding at Johnson County Community College. These tapes, with further research, development and testing, *will* actually examine skills, techniques and knowledge needed by certifiable interpreters.

The videotapes, "Specialty Texts" and "Deaf Culture", are to be used as prototypes for training ASL to English interpreting and at this time are unrelated to a particular training module. "Deaf Culture" should be used with coursework in Deaf Culture. "Educational Texts", "Medical/Mental Health Texts", and "Social Service Texts" are related to the *fifth* unit *Interpreting*, Part C: *Interpreting Between Two Languages*. "Educational Texts" should also include ASL speakers and English speakers, *both* on audio-video tape, speaking on educationl topics for sections A and B within the Interpreting unit.

Copies of the video tapes are available through the Texas Education Agency. It is necessary to forward your blank tapes to TEA to be copied at no charge. For additional information, contact:

Mr. Paul Myers
Research Coordinating Unit
Texas Education Agency
201 East 11th
Austin, TX 78701
512/475-6205

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APPENDIX G

MEDICAL/MENTAL HEALTH INTERPRETING

MODULE WRITTEN BY

JAN KANDA, CSC, CURRICULUM DEVELOPER

INTERPRETING TRAINING CURRICULUM DEVELOPMENT PROJECT

TSTI-WACO

FALL, 1980

Medical/Mental Health Interpreting

Pre/Post Test
Please Circle One Answer

---

1. List the three interpreting settings.

   a. ______________________________

   b. ______________________________

   c. ______________________________

2. Describe two medical/mental health situations for each setting listed above.

   a. ______________________________
   ____

   b. ______________________________
   ____

   c. ______________________________
   ____

3. List two ways to determine appropriate language/system for the situation.

   a.

   b.

4. Get the pre-test videotapes from your instructor and determine language/system you would use and why.

   a.

   b.

   c.

   d.

5. Explain the function of the interpreter in each setting.

6. List the methods to determine specialized vocabulary for a specific medical/mental health situation.

7. Using two of the methods listed in #6, compile a list of eight words for a medical history interview at a clinic, and an in-take interview at a psychiatric hospital.

8. Define, pronounce, and determine signs for the words listed above.

a.	a.
b.	b.
c.	c.
d.	d.

9. If any of the words above have no known sign, develop an ideographic sign and demonstrate to the instructor.

10. In your own words, state the Registry of Interpreters for the Deaf Code of Ethics.

11. After reading the problems your instructor has written on a separate sheet of paper, suggest one way of solving the problem in an ethical manner.

a.

b.

12. After viewing videotape performances of professional working problems, identify the problem and propose the solution.

a. Problem:

Solution:

b. Problem:

Solution:

13. Identify the appropriate position for the interpreter given the description below.

    a. A visit to a doctor's office

    b. A lecture on birth control with a movie

    c. An American Medical Association banquet

    d. A panel discussion on abortion

14. Determine your normal hourly wage for interpreting assuming you work 20 hours a week, using the resources available.

15. You are applying for a job interpreting for young deaf patients in the children's psychiatric unit, but the salary was not posted. Write several sentences asking for that information.

16. Identify appropriate clothing for an interpreter during most interpreting assignments.

17. Given an audio/video tape of a medical/mental health text, interpret spoken English to American Sign Language simultaneously with 90% accuracy of message conveyed.

18. Given an audio/video tape of a medical/mental health text, interpret from ASL to spoken English simultaneously with 90% accuracy.

19. Given an audio/video tape of a medical/mental health text, interpret between the two languages simultaneously with 90% accuracy of message conveyed.

Medical/Mental Health Interpreting/Student Handbook

This handbook is a self-paced instructional module for an interpreting student desiring to study and master interpreting in the medical/mental health situation. The goal of this module is to guide you through the steps necessary for preparation to do medical/mental health interpreting. The key word here is preparation. You will learn how to find information and use resources available to you in your community. This guide teaches you to: anticipate settings, assess linguistic systems, determine and study specialized vocabulary, identify problems and apply ethical solutions, arrange appropriate position, dress, and environment, and give you practice interpreting social service texts.

This module is divided into five units:
- Settings
- Vocabulary
- Special Considerations: Ethics and Environment
- General Considerations: Dress, Compensation, and Etiquette
- Interpreting: American Sign Language (ASL)/Pidgin Sign English (PSE) to spoken English
  - Spoken English to ASL/PSE
  - Interpreting between two languages

Many activities are individualized; but some are recommended to be done as a group. We encourage you to participate in seminars with your fellow students to benefit from a wide range of experience and expertise. Group discussions allow you to verbalize your thoughts and understandings of your interpreting training. This module is intended for a learning environment where you will have access to an instructor(s), seminar rooms, audio/video tape cameras, recorders, and playback equipment, and library access.

The terminal goals are to be implemented as you do practicum and/or field experience in "live" interpreting situations. You must master the enabling objectives in each unit before you proceed to the next unit. The criteria for mastery is sometimes stipulated in your handbook; sometimes left to the instructor.

Most of the knowledge and skill goals for learning are clearly stated in this handbook. What is not stated, but emphasized greatly, is the desire for you to become a professional person, adhering to the standards and performances demanded of professionals in any field.

This module is yours to keep and use for future reference and resource.

Unit: Medical/Mental Health Settings

Terminal Goal: Being exposed to a medical/mental health setting, determine the:

1. the type of setting,
2. the function of the interpreter, and
3. the language/system of the setting.

Enabling Objectives: During this unit, you will become able to:

1. List the three interpreting settings, describe two medical/mental health situations for each of the settings, and explain the function of the interpreter within each medical/mental health setting.

2. Describe two ways to determine the appropriate language/system of a situation.

3. Use the guidelines presented to match the appropriate language/system of five given situations. Explain your selection.

4. Analyze the information presented by five speakers and fill out a Speaker Observation Questionnaire for each one.

INTRODUCTION

You will recall that the topic of "settings" was discussed in the Introduction to Interpreting course which you have already completed. In that course, you were given general information related to interpreting settings. This unit is built on the knowledge you mastered in the introductory unit. You may want to review those objectives before proceeding.

OBJECTIVE #1: LIST THE THREE INTERPRETING SETTINGS. DESCRIBE THE FUNCTION OF THE INTERPRETER. GIVE TWO MEDICAL/MENTAL HEALTH SITUATIONS FOR EACH SETTING.

There are three specific interpreting settings which may be found in any kind of interpreting assignment. They include one-to-one, small group, and large group. You will recall that the number of persons involved in the flow of communication is the primary basis for determining the type of setting in which you are involved.

In all of the settings you will have an interpreter along with deaf and hearing individuals. The number of persons involved in the exchange of communication will vary with each setting.

1. One-to-One

In the one-to-one setting, there will always be three persons, and occasionally there will be an observer who is not actively participating in the conversation. That observer might be a parent, an X-ray technician, a nurse, or perhaps a friend.

That's right! The interpreter's function is to facilitate communication and interpret only. That function will never change. If you have been hired as an interpreter, your responsibility is to enhance the exchange and flow of communication between the parties involved.

SETTING: One-to-One

What are some one-to-one situations you might find in medical/mental health interpreting?

1. A deaf person in a psychiatric counseling session
2.
3.

What is the function of the interpreter in the one-to-one setting?

2. Small Group

As with any communication flow, it is important to know who is participating, what the general topic is about, and where you will be. All these things are necessary preparation for an interpreter.

3. Large Group

The large group setting includes any group larger than 12. This might be a workshop hosted by the American Medical Association, a training session for Crisis Intervention Volunteers, or a hospital staff meeting. You will want to ask yourself the same questions as those listed above to better understand the needs of those involved. In the large group setting, adequate preparation is to know beforehand who is speaking and what the major activity will be.

SETTING: Small Group

Approximately how many people can there be in a small group (range)?

What are some of the small group situations you might encounter in medical/mental health interpreting?

1. A discussion on birth control at a Planned Parenthood Clinic.

2.

3.

4. Dual Role Conflict

There are times when you might be employed in a dual role position. When that happens, your function will change according to the situation. If you are hired as a secretary/interpreter or as a technician/interpreter, your role and function is more complex and requires much judgement and skill in order to keep the roles separate. Guidelines in this situation should come from your supervisor or may be found in your job description. It is important that you and the others in the situation know which role you are in at any given time. It frequently might require that you yourself make this distinction for the persons involved.

SETTING: Large Group

Some important information you must know about the people involved is:

____

____

____

What are some large group situations that might occur within medical/mental health interpreting?

How would you make your role clear to persons involved at any given time?

One way of explaining your role is to be a technician with sign language skills and suggesting arrangements be made to hire an interpreter. Your instructor may have other suggestions.

OBJECTIVE #2: DETERMINE THE APPROPRIATE LANGUAGE SYSTEM OF A SITUATION.

As you go into medical/mental health situations, you will need to know the language, the style of language, or the system of language being used. The best advice is "Be Prepared!" Four guidelines for determining the appropriate language/system for a medical/mental health system are:

1. Meet your client beforehand and ask for language/system preference.
2. Meet your client beforehand, engage in casual conversation, and make a determination as to the language/system being used by that person.
3. Your employer or job description will dictate the language/system used and you agree to that by signing a contract of employment.
4. You make a judgement call. This occurs usually when you are unexpectedly thrust into a situation. Begin by using PSE and through facial expression, vocal expression, and observation, determine any changes which need to be made.

ACTIVITY #1: Now you and a classmate roleplay a client and an interpreter; meet each other beforehand and ask for a language/system preference. Below write three sentences that you decide are best for asking preference.

1.

2.

3.

You may be unexpectedly thrust into a situation or additional people may enter a situation in progress. This will require an "on-the-spot" determination of language/ system. Most interpreters do this because they make judgements about the situation, the age of the client(s), the socio-economic status, and the language/ system they first see. Think about the following:

1. What is the situation?

   - meeting at the County Medical Association?
   - a visit to the doctor's office for routine immunization?
   - a parent visiting his child's physical therapist?

2. What is the age of your client?

   - young? - middle-aged? - elderly?

3. What is the socio-economic status of the clients involved?

   - job type?
   - ethnic or minority group?
   - clothes?

4. What is the language/system and style of language of the people involved?

   - does the client greet you in English, ASL, PSE, MCE, or what?
   - is the person(s) vocabulary sophisticated, technical, or conversational?

ACTIVITY #2: Now roleplay meeting each other; engage in causal conversation and make a determination about the language/system being used. See if you make a correct determination and if not, discuss it with your "client."

NOTES

ACTIVITY #3: Complete these examples. When you are finished the instructor will have the answers.

Example #1

You are called to the emergency room at the hospital following an automobile accident. Several deaf young people are being treated when you arrive. They appear frightened and some, perhaps, are suffering from shock. What language/system will you use with the deaf clients?

____

Why? ____

____

Example #2

You are hired to interpret for a psychiatric evaluation. When you arrive you find your clients are deaf parents of the 10-year old hearing child who is being evaluated. All are nervous and ill-at-ease. With which language/system will you introduce yourself?

____

Why? ____

____

OBJECTIVE #3: MATCH THE APPROPRIATE LANGUAGE/ SYSTEM. EXPLAIN WHY YOU MADE THE SELECTION.

Example #3

You are to interpret the welcoming remarks for a national conference of physicians, and researchers on "Medical Aspects of Deafness." The speaker is deaf. What language/system will you use?

____

Will your style of language/system make a difference?

____

____

ACTIVITY #4: Go to the instructor and request the self-test videotapes. Mark the language/system being used and give the reasons for your choice.

OBJECTIVE #4: OBSERVE SPEAKERS. FILL OUT SPEAKER OBSERVATION QUESTIONNAIRE.

Speaker Observation

In the study of a particular aspect of interpreting, it is important to meet and know the professionals who specialize in that field. These deaf and hearing professionals will discuss their particular programs and provide a foundation for the interpreting process within the medical/mental health field.

Resource persons might be selected from each of these:

Hospitals
Physicians
Planned Parenthood Clinic
Family Counseling Center
Professional Meetings/Workshops
Certified Interpreters with medical/mental health experience

Ideally, each speaker should be able to discuss:

a. the variety of situations within their setting: intake, lab procedures, one-to-one, interview, and large group meetings;

b. policies and procedures: language/system used in program, ethics particular to the medical/mental health profession, supervisors, salary or wage for interpreters, age groups, rules, etc..

c. Invite a certified interpreter with experience in medical/mental health areas to discuss the following within each setting presented by guest speakers above: What is the role of the interpreter? Do interpreters function in dual roles? Are staff interpreting positions available in medical/mental health?

As you observe each of these speakers, fill in the answers about the individual program on your Speaker Observation Questionnaire.

SPEAKER OBSERVATION QUESTIONNAIRE

Date: ______________________

Name of Speaker: ______________________________

Program of Speaker: _________________________________

1. What kind of settings were mentioned?

2. What is the role and function of the interpreter as defined by the speaker?

   Was there a job description for the interpreter which explained the function expected?

3. What language/system is used in this medical/mental health program?

4. Who supervises the interpreters in this program? How many interpreters are hired?

5. What is the salary/wage paid to the interpreters? Are there other benefits?

6. Give information about the clients served: i.e., who they are, their ages, what the context is, etc..

7. Are there any specific rules or regulations the interpreters are required to follow?

COMMENTS:

Unit: Medical/Mental Health Vocabulary

Terminal Goal: Within a medical/mental health situation, be familiar with and knowledgeable of the special vocabulary for the particular situation.

Enabling Objectives: During this unit, you will become able to:

1. List three methods to determine the specialized vocabulary for a specific medical/mental health situation.
2. Define, pronounce, spell, and determine signs for the enclosed vocabulary list with 85% accuracy.
3. Identify the terms on the enclosed vocabulary list that have no known sign(s) and develop an ideographic sign following the grammatical structure and rules of ASL.
4. Using the methods above, prepare for a medical/mental health interpreting assignment.

INTRODUCTION

What preparation does an interpreter make to prepare for a medical/mental health assignment? One of the most important aspects of such an assignment is the vocabulary which will be involved.

Consider the following list of words which might be used at a medical interview.

allergy
immunization
hepatitis
otitis media
mastoiditis

How many of these words do you know? Could you spell and pronounce them easily and with certainty? Do you know how to sign the words and/or concepts involved?

These are the kinds of questions you should ask yourself before interpreting in any situation. This module is designed to help you identify possible vocabulary and acronymns, sources for definitions and synonyms, how to find signs for these words, and how to develop ideographic signs as needed.

NOTES

OBJECTIVE #1: LIST THE METHODS TO DETERMINE THE RELEVANT VOCABULARY FOR THE MEDICAL/MENTAL HEALTH SITUATION IN WHICH YOU WILL INTERPRET.

STOP AND THINK!

After receiving an assignment, stop and think! Ask yourself:

> What do I know about vocabulary in this setting?
> Who will be present? (languages and systems)
> What resources are available to use?

Perhaps the assignment falls within an area where you have a great deal of experience, exposure, and expertise. If so, a general review of your own knowledge may be enough in the way of preparation. If, however, the assignment is an area foreign to you, a great deal of time may be needed to prepare and familiarize yourself with the vocabulary which will be used.

Do you know the participants for whom you will be interpreting? This will determine the language or system you will select in presenting the identified vocabulary.

Who do you know that might be a resource for you? Other than the medical personnel, workshop leader, or physician in charge, do you know an interpreter who has experience in this area? Is there someone who could help explain general concepts to you?

The primary means of preparation for medical/ mental health interpreting assignments will be through self-study and attendance of professional workshops and seminars. A thorough knowledge of resources at your local or college library will also be useful. Some interpreters find a pocket-size medical dictionary helpful, to review terminology which may be identified prior to the assignment. If possible, familiarize yourself with any equipment or tools, which must be understood in order to develop ideographic signs in context.

INDIVIDUAL ACTIVITY #1: Visit the college or public library. Identify special medical/mental health dictionaries and write below the titles of six which you think might be a valuable resource in later assignments.

1.

2.

3.

4.

5.

6.

OBJECTIVE #2: DEFINE, PRONOUNCE, SPELL AND DETERMINE SIGNS FOR THE ENCLOSED VOCABUALRY LIST WITH 85% ACCURACY.

Use the following resources to assist you in achieving this objective:

general dictionary
medical and special dictionaries
Thesaurus
Signs of Sexual Behavior
interview a deaf individual
interview a certified interpreter

Define:

A

Abcess
Abdomen
Abnormal
Abortion
Accident
Ache, pain
Acoustic
Addiction
Adhesions
Admittance
Agree with one
Aid
Allergy
Amputation

Anatomy
Anemia
Anesthetic
Angina Pectoris
Antibiotic
Anus
Appendix, Appendectomy
Appointment
Arteriosclerosis
Arthritis
Asthma
Astigmastism
Audiogram

B

Back rub
Bandage
Basal metabolism rate (BMR)
Bedpan
Belch
Bifocal
Biopsy
Birthmark
Blister
Blood, bleeding
Bloodtest (serology)
Blood pressure
Blood vessels
Bloat (food)
Bone

Define:

Bowels, Bowel movement
Brace (orthopedic)
Braces (teeth)
Breakdown
Bridge (teeth)
Burn, burning

C

Cancer, malignant, malignancy
Cap (teeth)
Capsule, pill, tablet
Carbohydrates
Cardiac
Cartilage
Cataract
Catheterization
Cauterize
Cavity
Cell
Chill, rigor
Cicatrix
Cold
Coma
Complaint
Conceive, Conception
Confinement
Constipation
Contact lens
Contagious
Control
Coronary, heart attack
Cough
Cramp
Cyst

D

Damage
Delirium
Deliver, delivery room
Dentures
Destruction
Diabetes
Diaphragm
Diarrhea
Diet
Digestion
Diptheria
Discharge (medical)
Discharge from hospital
Dissolve
Dope
Dose
Drainage
Drugs, medication
Dysplasia

E

Electrocardiogram (EKG)
Electroencephalogram (EEG)
Emetic
Emphysema
Endoscopy
Enema
Epidemic
Evaluation
Examination
Excision
Exhale
External

F

Faint
Far sighted
Fasting
Fatal
Fever
Fill a prescription
Filling
Follow directions
Fracture
  1. simple
  2. compound
  3. greenstick
  4. comminuted
  5. complete

G

Goiter

H

Heartburn
Hemophilia
Hyperopia

I

Immunization
Incision
Indigestion
Induce
Infection
Inhale
Injection
Inner ear
Innoculation

Define:

Internal
Introduction
Iris
Irrigate

K

Kidney

L

Lacrimal
Laxative
Leukemia
Ligament
Liquid diet
Liver
Lungs

M

Manipulation
Meningitis
Middle ear
Miscarriage
Morphine
Mucous
Muscle
Muscle atrophy
Muscle hypertrophy
Myocardial infraction
Myopia

N

Narcotics
Nausea
Near sighted
Nerve

Nervous system
Normal
Nursing
Nursing home, convalescent home

O

Oculist
Occurrence
Olfactory
Operation
Optic
Oral
Organs
Osteoporosis
Outer ear
Ovary
Oxygen

P

Pathologist
Phlegm
Physiology
Platelets
Pnuemonia
Protoscope
Pulmonary edema
Pupil
Pyorrhea

R

Rabies
Radium treatment
Rectum
Red blood cells
Remission
Repair

Retina
Rheumatic fever
Rickets

S

Scar
Scar tissue
Scarlet fever
Sclera
Sensation
Shock
Shot (booster)
Skeleton
Smallpox
Sneeze
Spasm
Specimen
Sprain, wrench dislocation
Sterile, (clean/free from germs)
Sterile, (unable to produce babies)
Sterilization
Stool
Stroke
Suppository
Suturing

T

Tendon
Tension
Tetanus, lockjaw
Therapy
Thermometer
Thrombosis
Tissue
T & A (tonsillectomy)
(adenoidectomy)

Define:

Tranquilizer
Transfusion
Treatment
Trifocal
Tumor

U

Ulcer
Urine
Uterus

V

Vaccination
Valves
Virus
Vision

W

Wart
Wet Dressing
Wheeze
White blood cells
Wound

X

X-Ray
X-Ray treatment

Z

Zygomatic arch

4. Dictionary (Spelling and Pronounciation)

The need to spell and pronounce words correctly should be self-evident. There will certainly be some technical and specialized terminology which will need to be spelled during a lecture or workshop presentation. How disastrous if the interpreter misspells words in such a situation! Also, how critical for the interpreter to properly pronounce words when interpreting the comments of a deaf client.

Dictionaries have pronounciation keys beside each word and a guide in the front to explain the symbols used. Familiarize yourself with these keys and be able to use them in pronouncing new words correctly.

Correct spelling is basically a matter of self discipline and practice. Take pride in yourself and do it right.

INDIVIDUAL ACTIVITY #2: Review the previous list of vocabulary words. Write down the pronounciation symbols for ten and be able to explain what they mean to your instructor. Read the list to your instructor, making no more than five pronounciation errors.

5. Determine How to Sign Identified Vocabulary

There are several sign language texts which may be checked when attempting to identify accepted signs for technical and specialized vocabulary.

Your instructor has a list of those which are available to you through the school or public library. Some books on the list provided may not be available in the library, but could be purchased at a bookstore as you begin to build your personal library or professional books.

Another source of signs is found in talking with deaf students and other interpreters. This is particularly true when no standardized sign can be located and you have access to an interpreter who has interpreted the assigned class previously.

CAUTION: Just because someone has interpreted that class before does not mean they are automatically experts. Use discretion in adopting signs used or suggested by other interpreters and/or deaf students.

INDIVIDUAL ACTIVITY #3: Return to your list of vocabulary. Along with the definition of each word and synonymns located, write a description of the sign you will use and a sample sentence using the word in context.

OBJECTIVE #4: DEVELOP IDEOGRAPHIC SIGNS FOLLOWING THE GRAMMATICAL STRUCTURE AND RULES OF ASL WHERE APPROPRIATE.

What is the definition of ideograph as found in the dictionary?

What is an ideographic sign?

When is it appropriate to use such an invented sign?

Precisely as the dictionary indicates, an ideographic sign is one which expresses an idea graphically. This usually involves the use of body language, pantomime, gesture, ASL placement in "painting a picture" of the idea, tool, machinery, or event you are describing. This is particularly appropriate when interpreting a lecture in the first-aid classroom explaining how to administer artificial respiration techniques or demonstrating the mechanism of delivery in the natural childbirth classroom.

If you will keep in mind the need to communicate concepts and ideas rather than exact English wording, you will be able to develop this skill more easily. When explaining about the inhalator, your two hands might become the parts of the inhalator moving up and down, then pulling air into the body, pushing it up, and exhaling.

When devising an ideographic sign, do keep in mind the rules of ASL linguistics. If you do not know the grammatical structure, please seek the assistance of skilled signers who are knowledgeable of the structure of ASL, the functioning of the human visual system, and human manual expression capabilities.

Try it. Don't feel inhibited. Utilizing this form of communication is an important technique for the professional.

INDIVIDUAL ACTIVITY #4: Make a list of terms on the vocabulary list needing ideographic signs.

1.

2.

3.

4.

5.

If you had none in your own list, ask your instructor to refer you to a text where you will be able to identify such terms and list them above.

Now...how could you pantomime or demonstrate the above terminology? If you don't fully understand the item or tool functions, you may have to return to interview the doctor or technician to get that basic background information before proceeding further.

Develop ideographic signs for the list above and report to your instructor who will review these signs with you.

Keep practicing. It will come more and more naturally as you build your repertoire of experience through interpreting various situations. REMEMBER! The signs developed must reflect the concept or meaning of the word, the function or movement of the tool or machinery, and must conform to the movement, handshape, and space of ASL.

OBJECTIVE #5: PREPARE FOR A MEDICAL/MENTAL HEALTH INTERPRETER ASSIGNMENT.

CHECKLIST

1. Question yourself--what do you know about the assigned area? Who do you know who is familiar with this area? What resources are available?

2. Identify possible terminology.

3. Review the vocabulary list.

4. Define terms: use dictionary, glossary, Thesaurus; consult again with the instructor if necessary.

5. Determine signs to be used: check sign dictionaries; talk with native signers and other interpreters. (Be sure to show the concept properly.)

6. Develop ideographic signs--check to see what tools, machinery, or concepts may be used which would require such signs; pantomime action.

INDIVIDUAL ACTIVITY #5: Report to your instructor. You will be given a medical/mental health assignment for which you must prepare vocabulary.

Follow the steps outlined in the module. Upon completion of self-preparation steps, present words to be pronounced, spelled, sentences with words in context to be signed, and review ideographic signs developed with your instructor.

Unit: Special Considerations: Ethics, Positions, and Environment

Terminal Goal: Within a medical/mental health situation, determine your best possible position, behave in accordance with ethical guidelines, and if possible, arrange the environment according to all the factors discussed in this unit.

Enabling Objectives: During this unit, you will become able to:

A. Ethics

1. State the eight codes of both RID and TSID.
2. Given possible problems in professional working situations, suggest ways of solving the problems in an ethical manner.
3. After viewing live/videotape performances containing examples of problems, identify the problem and propose the ethical solutions.
4. In five role-playing situations, perform according to the RID/TSID Codes of Ethics.

B. Positions and Environment

1. Given illustrations of possible room arrangements in which you may be expected to interpret, position the interpreter(s) and suggest position(s) for the client(s).
2. During on-site visits, identify appropriate and inappropriate seating/standing factors and give reasons for your decisions.

INTRODUCTION

All interpreting situations have special considerations, special events, attitudes, physical factors that an interpreter must think about, plan for, and try to act on. The first special consideration we will talk about is ethics: what are the ethical solutions to problems that arise within a medical/mental health situation? Second, we will discuss position: where do you stand/sit? How do you position yourself in different rooms? What about special events like demonstrations, X-rays, or surgery? And lastly, we will review the special arrangements of environment: the lights, the background, and the manner in which you prepare for these environmental factors.

OBJECTIVE A-1: STATE THE RID AND TSID CODES OF ETHICS.

You have studied these codes in your introductory course, but let's see if you have their statements and meanings fixed in your mind. Without checking your notebook, list as many codes as you can in the space to the right. Whenever possible keep to the same wording, but as long as you state the code(s) in the same spirit, it's okay.

When you are finished, check you list with the RID Code of Ethics and make changes as needed. Study the code. When you have done that, go to your instructor and write or state the codes for the instructor.

Now on another page, follow the same procedure for the TSID Code of Ethics.

RID Code of Ethics

1.

2.

3.

4.

5.

6.

7.

8.

OBJECTIVE A-2: SOLVE THE PROBLEMS IN AN ETHICAL MANNER.

Described below are professional working situations and some problems are given which you might face in each situation. In the space to the right, write your suggestions for solving the problems or what your actions might be.

SITUATION #1

You have interpreted a medical exam for a minimal language patient and his doctor. The patient has a severe venereal disease. Later, the counselor at the service agency demands to know the diagnosis of this patient as his life may be endangered.

Solution or Action:

SITUATION #2

An otologist speaks rudely, and refuses to allow you in the examination room with the deaf client.

Solution or Action:

SITUATION #3

While the deaf patient is getting dressed following an exam, the doctor begins conversing with you about the patient's physical ailments.

Solution or Action:

SITUATION #4

You are the interpreter at a community counseling center for a deaf client and a pyschologist. The counseling that is being done is totally against your beliefs and knowledge of deafness and the communication handicap. You feel the client is being given destructive advice.

Solution or Action:

SITUATION #5

As you leave a doctor's office, your elderly deaf client asks you to explain what the doctor said and what the prescription is for.

Solution or Action:

SITUATION #6

You are a RID-certified interpreter enrolled with your spouse in a prenatal training class. Also enrolled is a deaf couple who have hired an interpreter. Unfortunately, you can see that the class interpreter is doing a poor job.

Solution or Action:

SITUATION #7

You are a female interpreter and you are interpreting for a male client and the doctor. The doctor has decided a thorough exam is necessary and the patient must completely disrobe and be examined.

Solution or Action:

OBJECTIVE A-3: VIEWING LIVE/VIDEOTAPE PERFORMANCES, IDENTIFY THE PROBLEM AND PROPOSE THE ETHICAL SOLUTION.

At this time, you will view live/videotape situations. Identify the problem and suggest a solution.

PERFORMANCE #1

Problem:

PERFORMANCE #2

Problem:

PERFORMANCE #3

Problem:

CLASS ACTIVITY #1: As a class, discuss with others what they decided were proper or ethical solutions and actions. As a group, come to a consensus of opinion and write these solutions under your own answers if yours are different.

Are there other problems that you have observed or can think of in other medical/mental health situations and can present to the class for discussion?

Solution:

Solution:

Solution:

OBJECTIVE A-4: IN FIVE ROLE-PLAYING SITUATIONS, PERFORM ACCORDING TO THE RID/TSID CODE OF ETHICS.

In the space below, briefly describe the situations, problems, and solutions to keep for future reference.

Positions and Environment

You have already learned the ideal positions for the interpreter(s), client(s), and speaker(s) in the Introductory course. In this section, we will relate that general knowledge to the medical/mental health interpreting situation.

OBJECTIVE B-1: GIVEN DESCRIPTIONS OF POSSIBLE ROOM ARRANGEMENTS WHERE YOU MIGHT BE EXPECTED TO INTERPRET, POSITION INTERPRETER(S), AND SUGGEST POSITION(S) FOR CLIENT(S) AND MEDICAL/MENTAL HEALTH PERSONNEL.

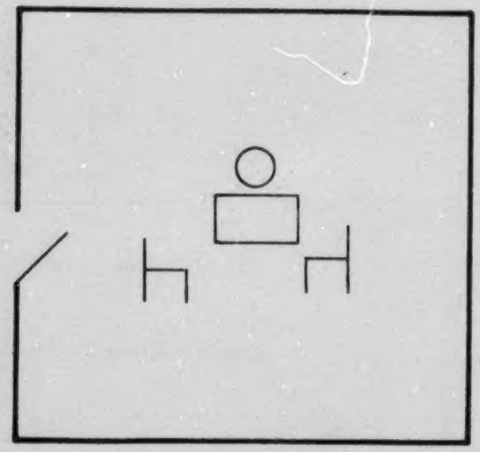
On the following pages, you will view several illustrations depicting room arrangements and giving you specific factors to be considered in the placement of the interpreter, client, and speaker. Remembering the general guidelines on positioning, and integrating previous units within this module on vocabulary, settings, and ethics, work the following exercises:

Using these symbols, complete the following exercises.

○ ▭	Medical/Mental health personnel
△	Interpreter
⊕	Deaf Patient/Client
○	Hearing Patient/Client

Ideally, the interpreter would be positioned beside and slightly behind the doctor. It will probably be necessary to move a chair to the proper position, and to make an explanation to the doctor if the deaf client fails to do so.

Given the doctor's office as drawn, place the interpreter and deaf client properly.



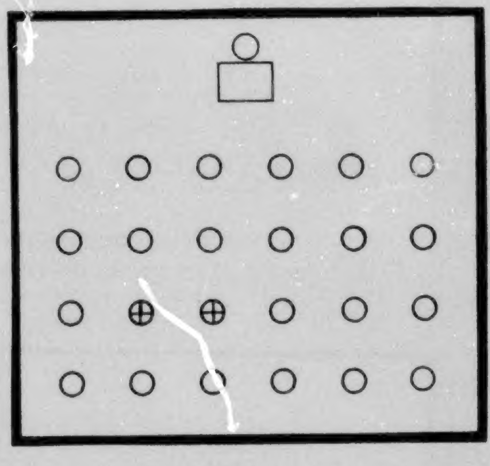
The interpreter will sit/stand? ____________________

What will influence this decision? ____________________

____

____

In the following situation, a lecture is being given to women at the Planned Parenthood Clinic on birth control, and the deaf clients prefer not to sit near the front of the room and sit instead in the back with friends. Place the interpreter appropriately.



The interpreter would sit ___ stand ___? Would it be appropriate and ethical for the interpreter to discuss the clients' seating arrangements with the clients? Yes _____ No _____

Why or why not?

____

____

With the lecturer? Yes _____ No _____

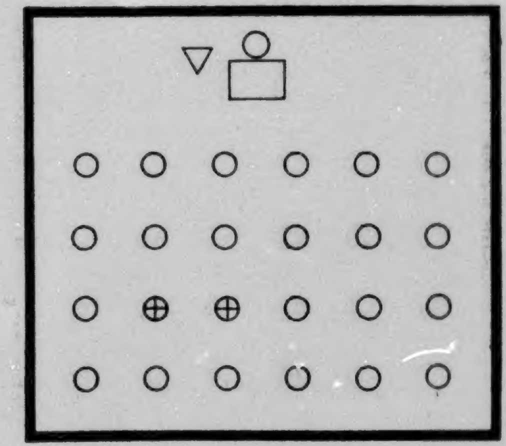
Why or why not?

____

____

In this situation, the interpreter may wish to speak to the client, suggesting (not dictating) that the interpeter might be able to function better if seats were chosen near the front of the room, to the side. This conversation should be conducted privately, in a manner which is considerate of the deaf person's preference and feelings. If a move is made, fine. If not, you will have to position yourself as you think appropriate. It is not appropriate for you to discuss the seating with lecturer or to ask the lecturer to move the client. If, however, the lecturer feels uncomfortable with the situation and speaks to the client about it, that is certainly within his realm of authority.

Below is a correct position for the interpreter. In many situations the interpreter would function best standing beside the instructor.



Suppose the lecturer specifically requires that you do not stand near him/her. Is it appropriate you discuss this matter with:

the deaf client? Yes _____ No _____ the lecturer? Yes _____ No _____

Why or why not? ______________________________

____

____

What is the appropriate action to take?

____

____

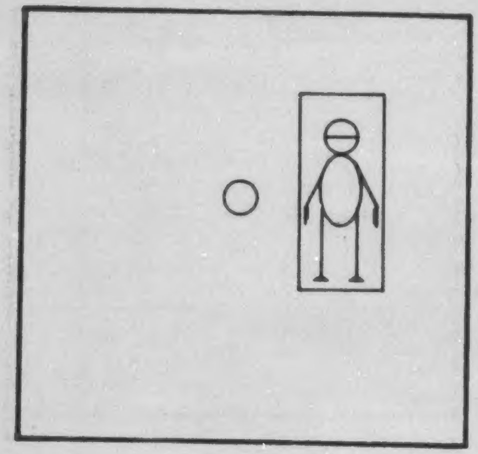
In this situation, it must be said again that if time allowed proper preparatory work to be done, the interpreter would not have such a predicament on his hands! By introducing yourself to the client and explaining your role, (if your role is not clear to the client), you and the client might have come to a decision of the best placement for yourself and the client. By introducing yourself to the lecturer before the class begins, getting vocabulary, and explaining your role, you could have dealt with the issue of placement and determined the lecturer's preference. By explaining the importance of placement and the visual contact of the deaf client with the lecturer, you could insure a flow of communication and understanding.

If the lecturer does not want you to stand near him/her and the deaf client still wants to sit at the back of the room, then you should position yourself in front of and to one side of the student.

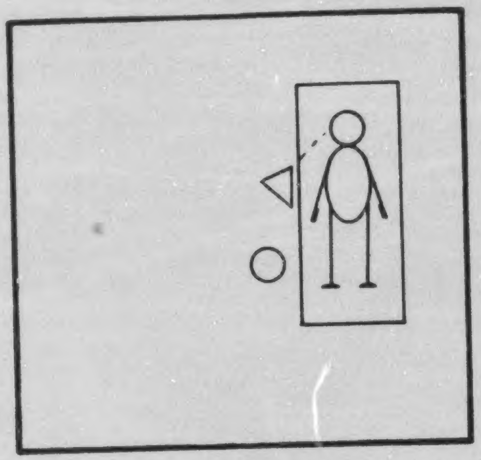
In a medical examination, two things are of utmost importance:

1. Staying out of the way so medical personnel can administer medication and conduct examinations with a minimum of adjustment and inconvenience, and
2. Placement which facilitates communication and allows constant eye contact, lessening client's fears of "wandering" eyes.

In the following situation, a patient is to be examined for a hernia. Place the interpreter appropriately.

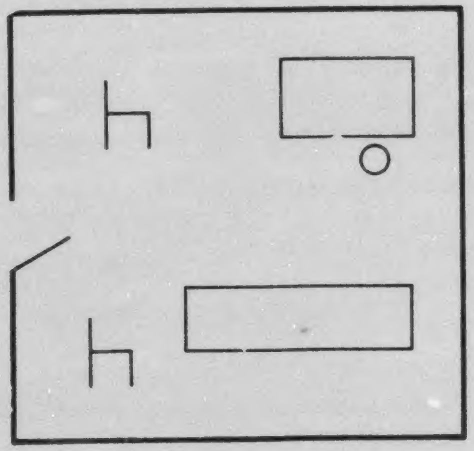


This is particularly important with examinations which involve exposure of personal body areas. The proper placement would be:

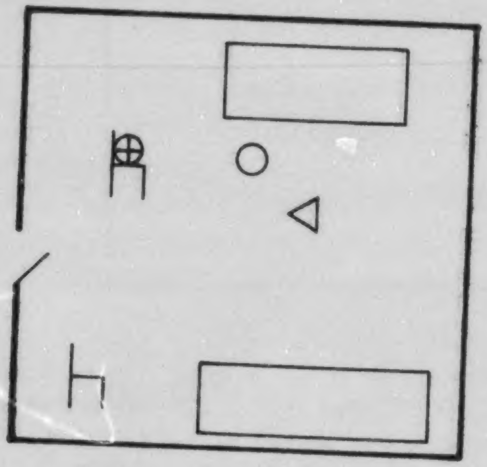


*This exercise is predicated on the supposition that the patient and interpreter are of the same sex. Should they be of opposite sex, everyone would probably be more comfortable if the interpreter would step out of the room once explanations are made.

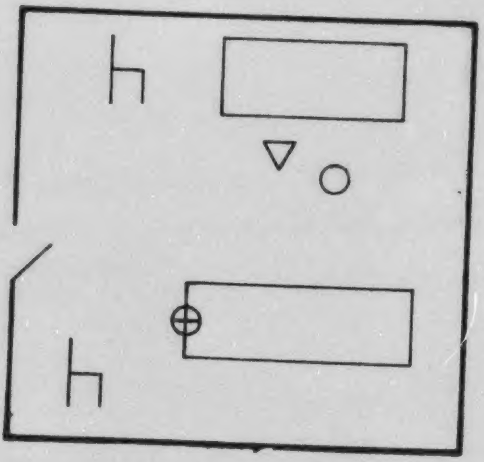
You and the client enter the examining room of a doctor's office. The nurse enters and begins to ask general questions. She has not specified where the client should sit or lay. Place the client and interpreter:



You may assume the client sits in the chair near the desk. In that case the interpreter should be placed to the side and slightly behind the nurse.



If, however, the client sits on the end of the table, the interpreter may prefer the following arrangement.



Let us assume now that the client is asked to disrobe, put on a hospital gown, and lay down on the table to await the doctor. What is the interpreter placement during this period of transition?

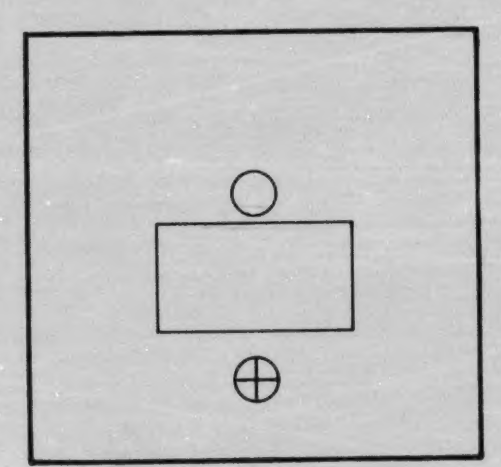
____

____

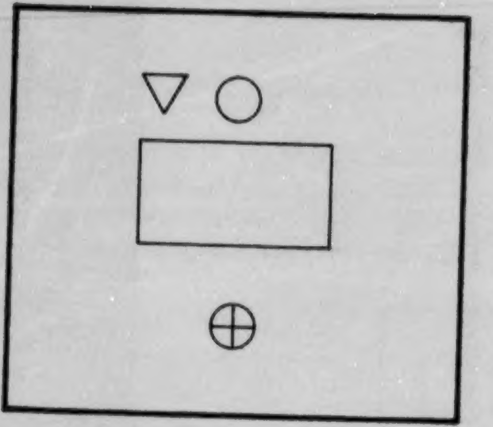
____

Right. The interpreter should sign the instructions, then step out into the hall with the nurse while the client changes clothes. If the doctor takes an exorbitant amount of time arriving, you may re-enter the room after the client has had substantial time to change and take his/her place on the table.

In the next situation, the psychologist is administering a battery of tests to a deaf client. Where should the interpreter be placed?



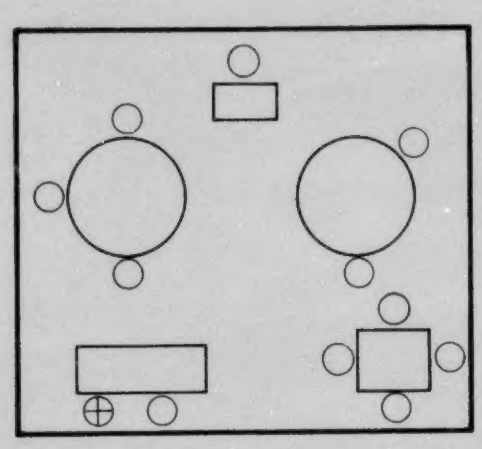
Right. The interpreter should sit beside the psychologist.



In such a situation, be careful when directions state "Begin on the left" or "Begin on the right." If you are not careful, you will sign the direction stated which is opposite for someone seated, facing you. It would be better to indicate the proper reverse direction.

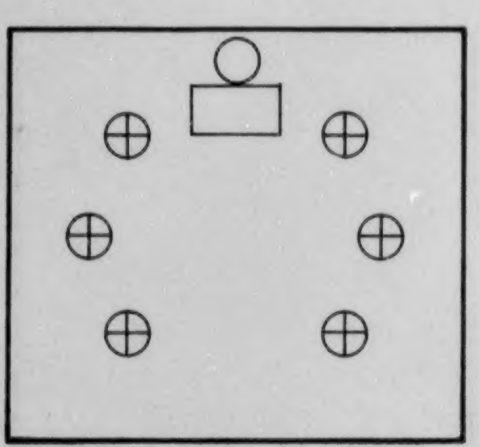
In this situation, the interpreter should be seated across from the deaf client so interpretation can take place when the instructor approaches.

In the following setting, the client is involved in occupational therapy as a patient in a MH/MR institution. There are a number of activities going on in the room - pottery, basket weaving, stained glass, and leather crafts. The instructor is moving among the attending patients. Place the interpreter.

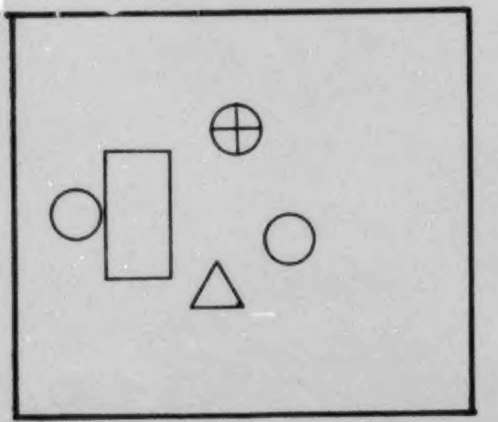


In this situation, assuming all deaf clients sign, the interpreter will be voicing for the therapist. Placement will be either side of the therapist.

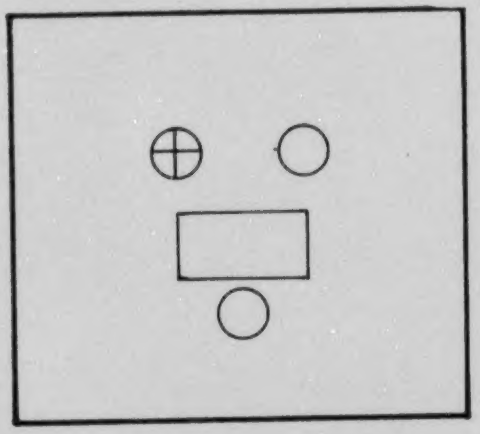
In the following arrangement, the client is participating in group therapy. Place the interpreter.



It may be best to suggest a change in the physical arrangement so the interpreter is between the two hearing consumers.

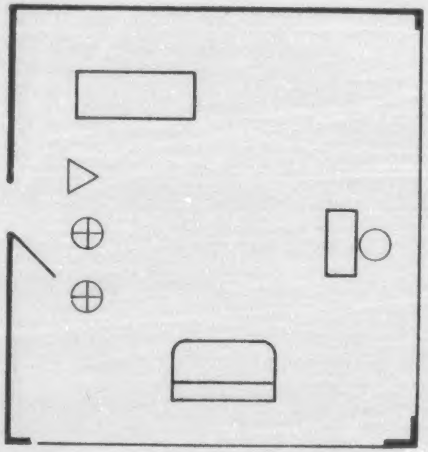


In the following family counseling situation, the deaf woman and non-signing hearing husband are seeking assistance from a psychologist. Place the interpreter.



Ideally, all signing persons should have solid backgrounds. However, given the furniture arrangement in this situation, movement of the chairs may be impossible. The best solution may be to draw the drapes, unless they have a wild geometric design.

Suppose the counselor's office is composed of two glass walls. Upon entering you find the following arrangement with drapes open. The counselor indicates for the clients to sit on the couch to his left.



Place the deaf clients, counselor, and interpreter.

Compare the following possibilities with your answer. Consider the phrasing and tone of wording which you chose and those below.

NOT ACCEPTABLE

"This is a terrible room for a deaf person! Doesn't anybody round here know anything about the glare from windows and what that does to a person's eyes?"

ACCEPTABLE

"The glass walls make it difficult for me to be seen in the most effective manner. Would you mind if I closed the drapes so communication would be enhanced?"

NOT ACCEPTABLE

"You'll have to move those chairs. This arrangement is terrible."

When rearrangement of this nature is necessary, it is very important to think about how to make the suggestion or ask that people/furniture may be moved. Write some sentences showing how you might request that the necessary changes be made. Explain why it is necessary for you to stand where you think best.

____

____

____

____

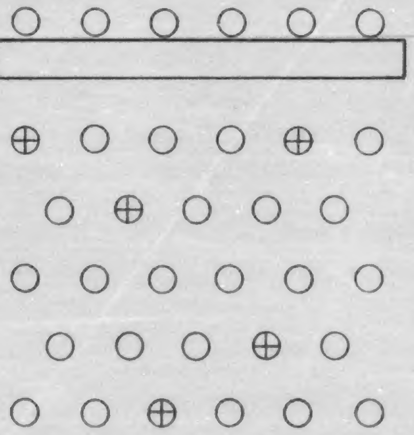
____

ACCEPTABLE

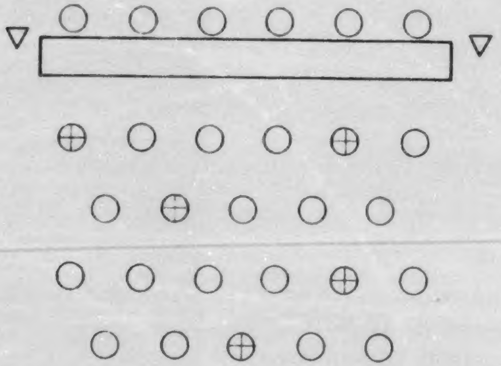
"Excuse me. The chair arrangement will make it difficult for Mr./Ms. __________ to see. Would it be possible to move this one over there?"

One important thing to remember is that you are the professional! You should know the best positioning for yourself and how to arrange the background and other variables. It is also important to know how to do so professionally, diplomatically, smoothly explaining what you are doing so that you are free to make the necessary arrangements.

Today is the Medical Technologist Organization meeting. You and another person have been hired to interpret. It will be your responsibility to place yourself and the other person. The meeting is to be a panel discussion, followed by questions and answers. There are no deaf panelists but the audience is mixed. In the illustration below, place yourself and the other interpreter.



In this drawing you could have correctly given two answers. In one situation, you probably would have put the interpreters on either side of the panel, to handle both the sign interpreting of the panel, if necessary; and to understand questions from the audience. One consideration that might have changed your placement would have been if the audience happened to be unusually large, then you might have placed the second interpreter half-way back and elevated so people in the back of the room could see better.



One piece of equipment an interpreter needs to have when attending a large meeting is a hand-carrier riser. It will be appreciated by your audience who will be able to see you more easily.

One way to explain your position is to say, "I will sign everything you say and voice everything Susan says to you and her parents. It will help communication greatly if I sit here beside you, alright?"

OR

"If you don't mind, it will help the communication between yourself and Mr. and Mrs. Doe and Susan if I sit right here."

There are many ways to say this and I am sure you will say it best your way. Just be sure you are polite and professional in how and what you say.

One last assignment for you! You are called to interpret in a counselor's office; there will be a deaf child, hearing parents, and a hearing counselor. This counselor has never met or seen an interpreter before. The parents introduce you but do not explain where you should sit. What will you say to the counselor?

____

____

____

____

OBJECTIVE B-2: MAKE ON-SITE VISITS. IDENTIFY POSITION FACTORS AND GIVE REASONS.

ON-SITE VISIT OBSERVATIONS

1. Place: ____________________
Date: ____________________

Brief description of situation:

____

____

____

Seating/Standing Factors:
a.

Position of Interpreter (sketch):
b. Lights

c. Background

Recommended changes (if any):

2. Place: ____________________
Date: ____________________

Brief description of situation:

____

____

____

Seating/Standing Factors:
a.

Position of Interpreter:
b. Lights

c. Background

Recommended changed (if any):

3. Place: ____________________
Date: ____________________

Brief description of situation:

____

____

____

Seating/Standing Factors:
a.

Position of Interpreter:
b. Lights

c. Background

Recommended changes (if any):

Instructor's Comments:

Unit: General Considerations: Compensation and Dress

Terminal Goal: Within a medical/mental health situation, be able to appropriately arrange for compensation, select appropriate dress, and behave correctly.

Enabling Objectives: During this unit, you will become able to:

A. Compensation

1. Given several hiring situations for medical/mental health interpreting, use appropriate resources to determine wage or salary.
2. Given three hiring situations, appropriately ask or determine wage or salary.

B. Dress

1. Given descriptions of working situations, dress appropriately for each situation.
2. During on-site visits, identify appropriate and inappropriate clothing and makeup.

INTRODUCTION

All interpreting situations include general considerations: dress, compensation, and behavior that an interpreter must think about and plan for when preparing for an interpreting assignment. These considerations are generally the same in every situation but sometimes there are variations. Compensation in medical/mental health programs is different in each part of the state and different programs require different dress. In interpreting, appropriate behavior will vary because of the people involved and their ages.

OBJECTIVE A-1: USE RESOURCES TO DETERMINE WAGE OR SALARY.

Utilizing the resources for determining pay scales and salaries for interpreters discussed in the Introductory course, determine how much you will be paid and other possible benefits in the following situations.

NOTES

You are RID-certified as an IC (Interpreting Certificate) holder. The local service provider calls you and asks if you can interpret a drug abuse group session at a MH/MR facility serving deaf clients. You agree to interpret on Mondays and Wednesdays two hours each for six weeks and hang up without asking the wage. How will you determine your pay?

I can find what my wage will be by ______________________________

Because this is a state facility and it is not a permanent job, you probably will be paid by the state scale. In Texas, the Texas Commission for the Deaf published recommended fee scales for interpreters in the state. Check that fee scale and write in how much money you would earn in a week.

You will not, that's right. You are a free-lance interpreter and are issued a vendor number by the state. Taxes, insurance, retirement - nothing is taken out of your check! For tax purposes, you must keep a record of your earnings and report them to the Internal Revenue Service. IRS can help you with information as to how you report your earnings and the self-employment tax status; or you may consult a local Certified Public Accountant or a lawyer.

I would earn $________ an hour and I would work two days a week so I will earn $________ a week. (Check your answer with the instructor.)

Will you earn any benefits? Yes _____ No _____

INDIVIDUAL ACTIVITY #1: Contact two of your local hospitals.

Do they hire interpreters? Yes _____ No _____ Are the interpreters paid a salary or an hourly wage? ____________________

Do they receive benefits? Yes _____ No _____
If so, what are the benefits? ______________________

____

Name two ways you can determine the pay for the hospital's interpreting job:

1.

2.

Your answers will depend on the hospital you contact. Many hospitals in Texas do hire interpreters now. In some hospitals the job is called interpreter; others classify the job as an aide; and in some others it is a dual role job - interpreter/technician, interpreter/secretary. Some hospitals have salaried positions and the salaried positions have benefits like other classified personnel. Taxes, retirement funds, social security, and other deductions would be taken from your check.

Two quick ways to know what the salary or wage is for the job is to look at the job description or ask the personnel office. This is generally public information and is written on many job announcements.

One day while visiting a friend, who is also an interpreter, you begin talking about wages and earnings. Your friend, who works in a mental/health setting, tells you that she has told her employer she will only work with a two hour minimum at ten dollars an hour.

Can she do that? ______________________________

Why or why not? ______________________________

____

____

How do you think she determined her wage? ________

____

____

Most assuredly your friend may set her own wage scale. This is how free enterprise works and if her employer is willing to pay that wage, fine. Judgement is necessary in weighing the information of current fee scales, need of the employer, number of hours to be worked, your own skill and abilities, etc., when making such a decision. Economic conditions will not only vary around the nation but will vary around the state, and from city to city. Your friend probably got her fee scale from the Texas Commission for the Deaf, Suggested Fee Schedule, September, 1981. Ask the instructor for a copy to put in your notebook.

Texas Rehabilitation Commission (TRC)

Now let's suppose that a deaf woman comes to you and asks if you would be interested in interpreting diagnostic testing sessions for her. Your skills are such that you can do this kind of interpreting and you readily accept. Just as you are about to inquire further as to times and payments, the woman says, "Don't worry about a thing, my TRC counselor will contact you in a few days."

What is TRC? ______________________________

____

How do they pay interpreters? ________________

____

____

NOTES

INDIVIDUAL ACTIVITY #2: Contact your local Texas Rehabilitation Counselor who works with deaf or hearing impaired persons and make an appointment for an interview. Find out how your services are requisitioned by a counselor and answer the questions below.

INTERVIEW QUESTIONS

1. Do you use interpreters in the medical/mental health setting often?
2. What do you expect of an interpreter on a medical/mental health assignment for TRC?
3. Would you pay an interpreter for birth preparation classes? What kind of things do you pay for?
4. How are interpreters paid?
5. What is a vendor number? Do I need one? How do I get one?
6. What does a TRC reguisition look like? How do you fill one out?

First of all, are such interpreting assignments in your job description? More than likely you would not be required to accept this interpreting job, so you are free to accept or turn down the request.

As for receiving extra pay or reassigned time, you would have to check with the clinic and see if this is something allowable. It might be that the clinic would be willing to hire you as a free-lance interpreter for that night.

You work in a play therapy program with deaf children and their parents full-time. The language used in the program is MCE. One day the therapist calls you and asks if you will interpret the banquet Friday night featuring a nationally known deaf person.

Do you have to take the assignment?

Will you receive extra pay or reassigned time?

Given time or payment, would you accept the job? Why or why not?

If you don't accept the job, what would you say?

The really tough question in this program is would you accept the job? You would definitely have to be honest with yourself and remember the Code of Ethics. At a banquet like this with deaf and hearing adults, the language or system used and preferred by most of the deaf audience would be ASL or PSE. Are your skills adequate enough? Do you interpret enough outside your job to have these skills or are your skills limited to the everyday language used with pre-school age deaf children?

Here are some examples of acceptable and unacceptable responses.

NOT OK

"I work from 8 to 3 and that's it. Don't expect me to show up at this place in my free time!"

"Do what??? You gotta be kidding!!"

OK

"Thanks for asking but I already have plans. Could I give you the names of some other interpreters you might contact?"

"Thanks for asking but my skills are not yet ready for interpreting a banquet, could I give you the name of the local service provider who could arrange for a qualified interpreter?"

Let's presume that you don't take the job, what do you say?

____

____

____

____

"I've checked with clinic policy and found that I would not be able to receive compensation, so I'll have to decline.

OBJECTIVE A-2: APPROPRIATELY ASK OR DETERMINE WAGE OR SALARY.

Below are three hiring situations with questions following each situation. You must determine the best answer and write your answer in the space to the right. When you are finished with all three, go to the instructor for the correct answers.

SITUATION #1

You are hired by the local service provider to interpret for a meeting at the Children's Psychiatric Deaf Unit. The meeting will begin at 10:00 a.m. and conclude at 3:00 p.m. You will be expected to work through the lunch hour. The service provider tells you that you will be paid according to TCD rates and your certification. You are a CSC holder.

How much will you earn for the interpreting assignment?

____

SITUATION #2

You are in a job interview for a part-time position with the local hospital. The salary was not in the written job description and you would like to inquire about it.

What will you say?

____

SITUATION #3

A deaf person from the community asks you to interpret a class in preparing for natural childbirth she would like to attend. The local service provider is not able to pay for your services at this meeting but you would like to interpret as it is important for this person to attend the meeting.

Suppose this person can pay you but you know that her ability to pay your whole fee is limited.

How will you arrange for payment for your services?

What will you say? What kind of arrangements might you make?

OBJECTIVE B-1: SELECT APPROPRIATE DRESS FOR VARIOUS SITUATIONS.

As you learned in the introductory units, dressing appropriately is critical to the professional "presence" of an interpreter. We will go back and select various situations from the section on compensation and you will describe the appropriate dress for the assignment.

Probably slacks and a warm solid shirt, blouse, or smock with comfortable shoes. Women could wear dresses if the style is appropriate and the individual feels comfortable.

You are to interpret at a local MH/MR facility serving deaf clients. This is a group counseling situation. You will be interpreting for young adults from 14 to 21 years of age.

How will you dress for this assignment?

____

____

You have decided to accept the interpreting job for the local AMA banquet.

How will you dress? ______________________________

____

____

Women would probably wear a dark solid evening dress about cocktail length and men would wear suits or jackets with vests. There should not be excessive makeup, flamboyant hairdos, or low neckline dresses, for the evening and not much jewelry, perhaps a simple necklace and a ring.

Women would probably look best in a nice warm solid dress that is casual or office type clothing. Men would look nice in slacks and a shirt and maybe a tie or a vest. You have to hit the happy medium of not too formal and not too casual.

So far, you have had to have a wardrobe of slacks, shirts or blouses, dresses, and suits that are all warm dark solid colors. That could get to be expensive and boring to have clothes all the same with minor variations in color. Can you think of some ways to make your wardrobe less expensive but always be dressed appropriately?

You are hired by the local service provider to interpret for a medical appointment in a doctor's office.

What will you wear? ________________________________

____

Ways to make your wardrobe less expensive but always appropriate:

1.

2.

You probably thought of some clothes combinations that you could use with all kinds of situations and always be dressed well. One of the best ways to cut the expense of clothes is to buy an interpreting smock or jacket. These can usually be purchased through a uniform store and look good for casual or formal occasions. It can be carried with you always and is easy to wash and take care of. Many interpreters buy these smocks or jackets for the convenience and the consistency of appearence.

OBJECTIVE B-2: DURING ON-SITE VISITS, IDENTIFY APPROPRIATE AND INAPPROPRIATE CLOTHING AND MAKE-UP.

INDIVIDUAL ACTIVITY #1: Within this unit are forms for on-site visits which your instructor will assign you. Visit these places and observe working interpreters and fill out the On-Site Observation Form.

ON-SITE OBSERVATION FORM

1. Place:

Date:

Situation:

Dress: Appropriate ___ Inappropriate ___

Reasons: ______________________________

____

____

2. Place:

Date:

Situation:

Dress: Appropriate ___ Inappropriate ___

Reasons: ______________________________

____

____

3. Place:

Date:

Situation:

Dress: Appropriate ___ Inappropriate ___

Reasons: ______________________________

____

____

4. Place:

Date:

Situation:

Dress: Appropriate ___ Inappropriate ___

Reasons: ______________________________

____

____

APPENDIX H

SOCIAL SERVICE INTERPRETING

MODULE WRITTEN BY

CYNTHIA B. ROY, CSC, CURRICULUM DEVELOPER

INTERPRETER TRAINING CURRICULUM DEVELOPMENT PROJECT

TSTI-WACO

SPRING, 1981

Social Services Interpreting/Student Handbook

This handbook is a self-paced instructional module for an interpreting student desiring to study and master interpreting in the social service situation. The goal of this module is to guide you through the steps necessary for preparation to do social service interpreting. The key word here is preparation. You will learn how to find information and use resources available to you in your community. This guide teaches you to: anticipate settings, assess linguistic systems, determine and study specialized vocabulary, identify problems and apply ethical solutions, arrange appropriate position, dress, and environment, and give you practice interpreting social service texts.

This module is divided into five units:

- Settings
- Vocabulary
- Special Considerations: Ethics and Environment
- General Considerations: Dress, Compensation, and Etiquette
- Interpreting: spoken English to American Sign Language (ASL)/Pidgin Sign English (PSE)
    - ASL/PSE to spoken English
    - Interpreting between two languages

Many activities are individualized; but some are recommended to be done as a group. We encourage you to participate in seminars with your fellow students to benefit from a wide range of experience and expertise. Group discussions allow you to verbalize your thoughts and understandings of your interpreting training. This module is intended for a learning environment where you will have access to an instructor(s), seminar rooms, audio/video tape cameras, recorders, and playback equipment, and library access.

The terminal goals are to be implemented as you do practicum and/or field experience in "live" interpreting situations. You must master the enabling objectives in each unit before you proceed to the next unit. The criteria for mastery is sometimes stipulated in your handbook; sometimes left to the instructor.

Most of the knowledge and skill goals for learning are clearly stated in this handbook. What is not stated, but emphasized greatly, is the desire for you to become a professional person, adhering to the standards and performances demanded of professionals in any field.

This module is yours to keep and use for future reference and resource.

Social Service Interpreting

Pre/Post Test
Please Circle One Answer

---

1. List the three interpreting settings.

   a. ______________________ c. ______________________

   b. ______________________

2. Describe two social service situations for each setting listed above.

   a. ______________________ c. ______________________

   b. ______________________

3. List two ways to determine appropriate language/system for the situation.

   a. b.

4. Get the pre-test videotapes from your instructor and determine language/system you would use and why

   a. c.

   b. d.

5. Explain the function of the interpreter in each setting.

6. List the methods to determine specialized vocabulary for a specific social service situation.

7. Using two of the methods listed in number six, compile a list of four words each for a Social Security interview and counseling session at the local family services clinic.

8. Define, pronounce, and determine signs for the words listed above.

a.
b.
c.
d.

a.
b.
c.
d.

9. If any of the words above have no known sign, develop an ideographic sign and demonstrate to the instructor.

10. In your own words, state the Registry of Interpreters for the Deaf Code of Ethics.

11. After reading the problems your instructor has written on a separate sheet of paper, suggest one way of solving the problem in an ethical manner.

a.

b.

12. After viewing videotape performances of professional working problems, identify the problem and propose the solution.

a. Problem:

Solution:

b. Problem:

Solution:

13. Identify the appropriate position for the interpreter given the description below:

    a. a counseling interview

    b. a lecture on nutrition with a movie

    c. a chamber of commerce banquet

    d. a city council panel discussion

14. Determine your normal hourly wage for interpreting assuming you work 20 hours a week, using the resources available.

15. You are applying for a job interpreting for elderly deaf persons in the community center but the salary was not posted. Write several sentences asking for that information.

16. Identify appropriate clothing for an interpreter during most interpreting assignments.

17. List two behaviors interpreters should exhibit while in the company of deaf persons.

    a.

    b.

18. Given an audio/video tape of a social service text, interpret spoken English to American Sign Language simultaneously with 90% accuracy of message conveyed.

19. Given an audio/video tape of a social service text, interpret from ASL to spoken English simultaneously with 90% accuracy.

20. Given an audio/video tape of a social service text, interpret between the two languages simultaneously with 90% accuracy of message conveyed.

Unit: Social Services Settings

Terminal Goal: Being exposed to a social service setting, determine the

1. the type of setting,
2. the function of the interpreter, and
3. the language/system of the setting.

Enabling Objectives: During this unit, you will become able to:

1. List the three interpreting settings, describe two social services situations for each setting, and explain the function of the interpreter within each social service setting with 100% accuracy.

2. Describe two ways to determine the appropriate language/system of a situation with 100% accuracy.

3. Use the guidelines presented to match the appropriate language/system of five given situations. Explain your selection, correctly assessing four out of five situations.

4. Analyze the information presented by five speakers and fill out a Speaker Observation Questionnaire for each one. Discuss as a class or with an Instructor.

NOTES

INTRODUCTION

You will recall that the topic of "settings" was discussed in the Introduction to Interpreting course which you have already completed. In that course, you were given general information related to interpreting settings. This unit is built on the knowledge you mastered in the introductory unit. You may want to review those objectives before proceeding.

OBJECTIVE #1: LIST THE THREE INTERPRETING SETTINGS. DESCRIBE THE FUNCTION OF THE INTERPRETER. GIVE TWO SOCIAL SERVICE SITUATIONS FOR EACH SETTING.

There are three specific interpreting settings which may be found in any kind of interpreting assignment. They include one-to-one, small group, and large group. You will recall that the number of persons involved in the flow of communication is the primary basis for determining the type of setting in which you are involved.

In all of the settings you will have an interpreter along with deaf and hearing individuals. The number of persons involved in the exchange of communication will vary with each setting.

1. One-to-One

In the one-to-one setting, there will always be three persons, and occasionally there will be an observer who is not actively participating in the conversation. That observer might be a parent, a teacher, a school nurse, or almost anybody.

That's right! The interpreter's function is to facilitate communication and interpret only. That function will never change. If you have been hired as an interpreter, your responsibility is to enhance the exchange and flow of communication between the parties involved.

SETTING: One-to-One

What are some one-to-one situations you might find in social service interpreting?

1. a deaf student applying for financial aid
2.
3.

What is the function of the interpreter in the one-to-one setting?

2. Small Group

As with any communication flow, it is important to know who is participating, what the general topic is about, and where you will be. All these things are necessary preparation for an interpreter.

3. Large Group

The large group setting includes any group larger than 12. This might be a workshop hosted by the Department of Human Resources, a civic meeting, or a lecture on alcoholism. You will want to ask yourself the same questions as those listed above to better understand the needs of those involved. In the large group setting, adequate preparation is to know beforehand who is speaking and what the major activity will be.

SETTING: Small Group

Approximately how many people can there be in a small group? (range)

What are some of the small group situations you might encounter in social service interpreting?

1. a group therapy session at the Battered Wives Center

2.

3.

4. Dual Role Conflict

There are times when you might be employed in a dual role position. When that happens, your function will change according to the situation. If you are hired as a recreation assistant/interpreter or as a social worker/interpreter, your role and function is more complex and requires much judgement and skill in order to keep the roles separate. Guidelines in this situation should come from your supervisor or may be found in your job description. It is important that you and the others in the situation know which role you are in at any given time. It frequently might require that you yourself make this distinction for the persons involved.

SETTING: Large Group

Some important information you must know about the people involved is:

____

____

____

What are some large group situations that might occur within social service interpreting?

How would you make your role clear to persons involved at any given time?

One way of explaining your role is to be a social worker with sign language skills and suggest arrangements be made to hire an interpreter. Your instructor may have other suggestions.

OBJECTIVE #2: DETERMINE THE APPROPRIATE LANGUAGE SYSTEM OF A SITUATION.

As you go into social service situations, you will need to know the language, the style of language, or the system of language being used. The best advice is "Be Prepared!" Four guidelines for determining the appropriate language/system for a social service situation are:

1. Meet your client beforehand and ask for language/system preference.
2. Meet your client beforehand, engage in casual conversation, and make a determination as to the language/system being used by that person.
3. Your employer or job description will dictate the language/system used and you agree to that by signing a contract of employment.
4. You make a judgement call. This occurs usually when you are unexpectedly thrust into a situation. Begin by using PSE and through facial expression, vocal expression, and observation, determine any changes which need to be made.

ACTIVITY #1: Now you and a classmate roleplay a client and an interpreter; meet each other beforehand and ask for a language/system preference. Below write three sentences that you decide are best for asking preference.

1.

2.

3.

You may be unexpectedly thrust into a situation or additional people may enter a situation in progress. This will require an "on-the-spot" determination of language/system. Most interpreters do this because they make judgements about the situation, the age of the client(s), the socio-economic status, and the language/system they first see. Think about the following:

1) What is the educational situation?

  - meeting at the Texas Education Agency?
  - a class in graduate school?
  - a parent visiting his child's teacher?

2) What is the age of your client?

  - young? - middle-aged? - elderly?

3) What is the socio-economic status of the clients involved?

  - job type?
  - ethnic or minority group?

4) What is the language/system and style of language of the people involved?

  - does the client greet you in English, ASL, PSE, MCE, or what?
  - is the person(s) vocabulary technical or casual?

ACTIVITY #2: Now roleplay meeting each other; engage in casual conversation and make a determination about the language/system being used. See if you make a correct determination and if not, discuss it with your "client."

NOTES

ACTIVITY #3: Complete these examples. When you are finished the instructor will have the answers.

Example #1

You are hired to interpret for a Dept. of Human Resources advisory committee meeting at the central office. When you arrive you find several deaf and hearing persons. All are dressed in suits and dresses. What language/system will you use to greet your clients?

____

Why? ____

____

Example #2

You are hired to interpret for in-take interview at a family counseling center. When you arrive your clients are deaf parents, their five-year old hearing daughter, and a counselor who is hearing. All, except maybe the counselor, are nervous and ill-at-ease. With which language/system will you introduce yourself?

____

Why? ____

____

OBJECTIVE #3: MATCH THE APPROPRIATE LANGUAGE/ SYSTEM. EXPLAIN WHY YOU MADE THE SELECTION.

Example #3

You are to interpret the director's welcoming remarks to the staff and visitors of the new community center in town. The director is deaf. What language/system will you decide to use?

____

Will your style of language/system make a difference?

____

____

ACTIVITY #4: Go to the instructor and request the self-test videotapes. Mark the language/system being used and give the reasons for your choice.

OBJECTIVE #4: OBSERVE SPEAKERS. FILL OUT SPEAKER OBSERVATION QUESTIONNAIRE.

Speaker Observation

In the study of a particular aspect of interpreting, it is important to meet and know the professionals who specialize in that field. These deaf and hearing professionals will discuss their particular programs and provide a foundation for the interpreting process within social services.

Resource persons should be selected from each of these:

Community Service Agencies
Dept. of Human Resources
Drug Centers
Rape Crisis
Texas Employment Commision
Community and Recreation Centers

Each speaker should discuss:

a. the variety of situations within their program: meetings, interviews, counseling sessions, service requests, etc.

b. the function of the interpreter within each setting: what is the role of the interpreter? (ethically and/or as required by the job description), does the interpreter function in a dual role?; and

c. Social service agency policies and procedures: language/system used in program, supervisors, salary or wage, age groups, rules, etc.

As you observe each of these speakers, fill in the answers about the individual program on your Speaker Observation Questionnaire.

SPEAKER OBSERVATION QUESTIONNAIRE

Date: ____________________

Name of Speaker: ____________________

Program of Speaker: ____________________

1. What kind of settings were mentioned?

2. What is the role and function of the interpreter as defined by the speaker?

   Was there a job description for the interpreter which explained the function expected?

3. What language/system is used in this social service program?

4. Who supervises the interpreters in this program? How many interpreters are hired?

5. What is the salary/wage paid to the interpreters? Are there other benefits?

6. Give information about the clients served: i.e., who they are, their ages, etc..

7. Are there any specific rules or regulations the interpreters are required to follow?

COMMENTS:

Unit: Social Services Vocabulary

Terminal Goal: Being exposed to a social service situation, be able to become familiar with and knowledgeable of the special vocabulary for the particular situation.

Enabling Objectives: During this unit, you will become able to:

1. List methods to determine the specialized vocabulary for a specific social service situation.
2. Using two of the methods, compile lists of vocabulary for four social service situations.
3. From the compiled lists, define, pronounce, spell, and determine signs for the words or phrases.
4. From the lists, identify the terms that have now known sign(s) and develop an ideographic sign following the grammatical structure and rules of ASL.
5. Using the methods above, prepare for a social service interpreting assignment.

INTRODUCTION

NOTES

What preparation does an interpreter make to prepare for a social service assignment? One of the most important aspects of such an assignment is the vocabulary which will be involved.

Consider the following list of words which might be used at a social service agency meeting involving staff and service providers:

SSMS (Social Service Mangement System)
AFDC
eligibility
SSI & SSDI
resources (Social service resources)
purchased services
OJT

How many of these words do you know? Could you spell and pronounce them easily and with certainty? Do you know how to sign the words and/or concepts involved?

These are the kinds of questions you should ask yourself before interpreting in any situation. This module is designed to help you identify possible vocabulary and acronymns, sources for definitions and synonymns, how to find signs for these words, and how to develop ideographic signs as needed.

OBJECTIVE #1: LIST THE METHODS TO DETERMINE THE RELEVANT VOCABULARY FOR THE SOCIAL SERVICE SITUATION IN WHICH YOU WILL INTERPRET.

STOP AND THINK!

After receiving an assignment, stop and think!
Ask yourself:

What do I know about this subject?
Who will be present? (languages and systems)
What resources are available to use?

Perhaps the assignment falls within an area where you have a great deal of experience, exposure, and expertise. If so, a general review of your own knowledge may be enough in the way of preparation. If, however, the assignment is in an area foreign to you, a great deal of time may be needed to prepare and familiarize yourself with the vocabulary which will be used.

Do you know the participants for whom you will be interpreting? This will determine the language or system you will select in presenting the identified vocabulary.

Who do you know that might be a resource for you? Other than the agency personnel, workshop leader, or person in charge, do you know an interpreter who has experience in this area? Is there someone who could help explain the detailed concepts to you?

QUESTION OTHERS

Go to the agency, workshop leader, or person in charge. Ask for a list of forms, pamphlets, outline, or information to be presented. If unavailable, sit and chat with this contact person about the subject of the meeting or workshop. Become generally familiar with the area to be taught. Be sure to ask about acronymns uniquely related to the topic with which you will probably be unfamiliar.

FORMAT FOR INTERVIEW

1. INTRODUCTION: "Hello, my name is _____. I will be interpreting in your ________ (workshop, meeting). I will interpret what you say to sign language and what the deaf student signs to speech.

2. EXPLANATION: "I can do a much better job of relaying information if I understand the material being presented. Do you have pamphlets, interview forms, or notes I could borrow to study and prepare myself for this assignment? If you are too busy, perhaps you could tell me where to find this information and I will search it out. If I have any questions, I'll come to you for clarifications.

3. ANSWER QUESTIONS: As this person might be new to deafness and interpreters, be willing to answer questions within the limits of ethical guidelines. Do not overstep your role. Remember to refer the person to your service provider or to the deaf student if questions deal with information which you cannot ethically answer.

4. EXPRESS APPRECIATION: "Thank you so much for your time and assistance. I'll see you at the meeting."

CLASS ACTIVITY #1:

Role play interviewing a social service provider in the subject area assigned by your instructor to identify specialized vocabulary and acronymns.

INTERVIEW NOTES

In some situations, you will not be able to obtain assistance from the personnel involved. You will have to depend on reviewing books or materials to identify vocabulary. Read the table of contents to grasp an overview of the subject. Read through the titles, topics, and subtopics in each chapter. If you notice an area which may be difficult, read through it carefully, making note of specialized vocabulary. Also note any concepts which must be understood in order to develop ideographic signs in context.

CLASS ACTIVITY #2:

In groups of two or three, review book or pamphlet material assigned by your instructor and identify vocabulary which may be difficult. Also note any concepts needing ideographic signs for clear communication.

PAMPHLET OR BOOK REVIEW NOTES

OBJECTIVE #2: COMPILE VOCABULARY LIST.

Now that you have done the background work, compile vocabulary lists in the subject areas assigned based on the interview (role played) and/or the material review.

INDIVIDUAL ACTIVITY #1

VOCABULARY LIST

1.

2.

3.

4.

5.

6.

7.

8.

VOCABULARY LIST (Cont'd)

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

21.

22.

23.

24.

OBJECTIVE #3: DEFINE WORDS. BE ABLE TO SPELL AND PRONOUNCE CORRECTLY. DETERMINE THE APPROPRIATE SIGNS.

There are several sources which you might consult to aid you in this step of preparation for an interpreting assignment. Some of those include:

1. Dictionary Definitions

   Not only should you consult the general dictionary, but also look for specialized dictionaries.

   Did you know that there are whole dictionaries of psychological terms or legal vocabulary? There are also technical dictionaries, medical dictionaries, and others which deal with specific fields.

INDIVIDUAL ACTIVITY #2:

Visit the public school or library. Identify special dictionaries and write the titles of six which you think might be a valuable resource in later assignments.

1.

2.

3.

4.

5.

6.

2. Glossary Definitions

Check the back of the textbook which you reviewed. Is there a glossary of terms? If so, see how many of the words you wrote on the vocabulary list are defined in the glossary.

If there is no glossary, locate another book in the subject area assigned which is accompanied by a glossary. This might be found in the library, from the agency, or another interpreter.

How many of the words on your vocabulary list were defined in the glossary?

____

Did you understand the definitions given in the glossary?

Yes _____ No _____

If not, what can you do? Where can you go for further explanation, definition, and understanding to facilitate your ability to interpret in the assigned area?

____

____

____

____

Thesaurus

There will always be some difficult general English vocabulary within the body of a social service lecture, workshop presentation, or everyday informational conversation. Look again at the material assigned you by the instructor. Make a list of those words which are not technical or specialized for use in the social service area for which we have no standard sign in the column to the right.

Consult the thesaurus and write several synonyms for each word listed.*

Underline the one synonymn which you would sign when the difficult term is used in conversations or lectures.

*If you have never used a thesaurus, ask your instructor or the librarian to explain its use. This will be one of the most valuable tools you will have in your career as a professional interpreter.

INDIVIDUAL ACTIVITY #3:

DIFFICULT ENGLISH VOCABUALRY AND SYNONYMNS

1. crucial
syn: -important
-necessary
-required

2.
syn:

3.
syn:

4.
syn:

5.
syn:

6.
syn:

7.
syn:

8.
syn:

4. Dictionary (Spelling and Pronunciation)

The need to spell and pronounce words correctly should be self-evident. There will certainly be some technical and specialized terminology which will need to be spelled during a lecture or presentation. How disastrous if the interpreter misspells words in a social service situation! Also, how critical for the interpreter to properly pronounce words when interpreting the comments of a deaf client.

Dictionaries have pronounciation keys beside each word and a guide in the front to explain the symbols used. Familiarize yourself with these keys and be able to use them in pronouncing new words correctly.

INDIVIDUAL ACTIVITY #4:

Look up at least two of the vocabulary words identified earlier in the dictionary. Write down the pronounciation symbols and be able to explain what they mean to your instructor.

5. Determine How to Sign Identified Vocabulary

There are several sign language texts which may be checked when attempting to identify accepted signs for technical and specialized vocabulary.

Your instructor has a list of those which are available to you through the school or public library. Some books on the list provided may not be available in the library, but could be purchased at a bookstore as you begin to build your personal library of professional books.

Another source of signs is found in talking with deaf persons and other interpreters. This is particularly true when no standardized sign can be located and you have access to an interpreter who has interpreted the assigned class previously.

CAUTION: Just because someone has interpreted that class before does not mean they are automatically experts. Use discretion in adopting signs used or suggested by other interpreters and/or deaf persons.

INDIVIDUAL ACTIVITY #5:

Return to your list of identified vocabulary. Along with the definition of each word and synonymns located, write a description of the sign you will use and a sample sentence using the word in context.

OBJECTIVE #4: DEVELOP IDEOGRAPHIC SIGNS FOLLOWING THE GRAMMATICAL STRUCTURE AND RULES OF ASL WHERE APPROPRIATE.

What is the definition of ideograph as found in the dictionary?

What is an ideographic sign?

When is it appropriate to use such an invented sign?

Precisely as the dictionary indicates, an ideographic sign is one which expresses an idea graphically. This usually involved the use of body language, pantomime, gesture, ASL placement in "painting a picture" of the idea, tool, concept, or event you are describing. This is particularly appropriate when interpreting a conversation to open a bank account or on the use of contraceptives.

If you will keep in mind the need to communicate concepts and ideas rather than exact English wording, you will be able to develop this skill more easily.

When devising an ideographic sign, do keep in mind the rules of ASL linguistics. If you do not know the grammatical structure, please seek the assistance of skilled signers who are knowledgeable of the structure of ASL, the functioning of the human visual system, and human manual expression capabilities.

Try it. Don't feel inhibited. Utilizing this form of communication is an important technique for the professional.

INDIVIDUAL ACTIVITY #6:

Make a list of terms identified earlier as needing ideographic signs.

1.

2.

3.

4.

5.

If you had none in your own list, ask your instructor to refer you to a text where you will be able to identify such terms and list them above.

Now...how could you pantomime or demonstrate the above terminology. If you don't fully understand the item or concept, you may have to return to interview the agency person to get that basic background information before proceeding further.

Develop ideographic signs for the list above and report to your instructor who will review these signs with you.

Keep practicing. It will come more and more naturally as you build your repertoire of experience through interpreting various situations. REMEMBER! The signs developed must reflect the concept or meaning of the word, the function of the object, and must conform to the movement, handshape, and space of ASL.

OBJECTIVE #5: PREPARE FOR A SOCIAL SERVICE INTERPRETER ASSIGNMENT.

CHECKLIST

1. Question yourself--what do you know about the assigned area? Who do you know who is familiar with this area? What resources are available?

2. Question others--interview personnel; get a vocabulary list; check a resource book; look for already established vocabulary lists in the library; question other interpreters.

3. Compile a vocabulary list.

4. Define terms: use dictionary, glossary, thesaurus; consult again with the instructor if necessary.

5. Determine signs to be used: check sign dictionaries; talk with native signers and other interpreters. (Be sure to show the concept properly)

6. Develop ideographic signs--check to see what apparatus or concepts may be used which would require such signs; pantomime action.

INDIVIDUAL ACTIVITY #7:

Report to your instructor. You will be given a social service assignment for which you must prepare vocabulary.

Follow the steps outlined in the module. Upon completion of self-preparation steps, present words to be pronounced, spelled, sentences with words in context to be signed, and review ideographic signs developed to your instructor.

Unit: Special Considerations: Ethics, Positions, and Environment

Terminal Goal: Exposed to a social service situation, determine your best possible position, behave in accordance with ethical guidelines, and if possible, arrange the environment according to all the factors discussed in this unit.

Enabling Objectives: During this unit, you will become able to:

A. Ethics

1. State the eight codes of both RID and TSID.
2. Given possible problems in professional working situations, suggest ways of solving the problems in an ethical manner.
3. After viewing live/videotape performances containing examples of problems, identify the problem and propose the ethical solution.
4. In five role-playing situations, perform according to the RID/TSID Codes of Ethics.

B. Positions and Environment

1. Given illustrations of possible room arrangements in which you may be expected to interpret, position the interpreter(s) and suggest position(s) for the client(s).
2. During on-site visits, identify appropriate and inappropriate seating/standing factors and give reasons for your decisions.

NOTES

Introduction

All interpreting situations have special considerations; special events, attitudes, physical factors that an interpreter must think about, plan for, and try to act on. The first special consideration we will talk about is ethics: what are the ethical solutions to problems that arise within a social service situation? Second, we will discuss position: where do you stand/sit? How do you position yourself in different rooms? What about special events like movies or slide shows? And lastly, we will review what the special arrangements of environment are: the lights, the background, and the manner in which you prepare for these environmental factors.

OBJECTIVE A-1: STATE THE RID AND TSID CODES OF ETHICS.

You have studied these codes in your introductory course, but let's see if you have their statements and meanings fixed in your mind. Without checking your notebook, list as many codes as you can in the space to the right. Whenever possible keep to the same wording, but as long as you state the code(s) in the same spirit, it's okay.

When you are finished, check your list with the RID Code of Ethics and make changes as needed. Study the code. When you have done that, go to your instructor and write or state the codes for the instructor.

Now on another sheet, follow the same procedure for the TSID Code of Ethics.

RID Code of Ethics

1.

2.

3.

4.

5.

6.

7.

8.

OBJECTIVE A-2: SOLVE THE PROBLEMS IN AN ETHICAL MANNER.

Described below are professional working situations and some problems are given which you might face in each situation. In the space to the right, write your suggestions for solving the problems or what your actions might be.

SITUATION #1

During a social service providers workshop, a deaf person falls asleep.

Solution or Action: ____________________

____

____

SITUATION #2

While one client is filling out an interview form, the other client strikes up a conversation with you about your Aunt Martha who has been in the hospital.

Solution or Action: ____________________

____

____

SITUATION #3

While interpreting the opening of a bank account, the bank personnel advises the new member to choose a particular checking account. Knowing the financial situation involved here, you know this is bad advice.

Solution or Action: ____________________

____

____

SITUATION #4

As you leave a rape crisis center, a friend approaches and begins asking questions in a very concerned manner thinking something has happened to you. It was an interpreting assignment for you.

Solution or Action:

SITUATION #5

You are interpreting at an abortion clinic where the counselee has ten children already and is desperately anxious to have an abortion. However the counselor is advising against abortion in this case.

Solution or Action:

SITUATION #6

You are interpreting an in-take interview at the Blind Commission for a deaf/blind person and the counselor. You begin to realize the client is becoming angry and it also becomes apparent that you may be part of the problem.

Solution or Action:

OBJECTIVE A-3: VIEWING LIVE/VIDEOTAPE PERFORMANCES, IDENTIFY THE PROBLEM AND PROPOSE THE ETHICAL SOLUTION.

At this time, you will view live/videotape situations. Identify the problem and suggest a solution.

PERFORMANCE #1

Problem:

PERFORMANCE #2

Problem:

PERFORMANCE #3

Problem:

CLASS ACTIVITY #1: As a class, discuss with others what they decided were proper or ethical solutions and actions. As a group, come to a consensus of opinion and write these solutions under your own answers if yours are different.

Are there other problems that you have observed or can think of in the classroom or other social service situations and can present to the class for discussion?

Solution:

Solution:

Solution:

OBJECTIVE A-4: IN FIVE ROLEPLAYING SITUATIONS, PERFORM ACCORDING TO THE RID/TSID CODE OF ETHICS.

In the space below, briefly describe the situations, problems, and solutions to keep for future reference.

Positions and Environment

You have already learned the ideal positions for the interpreter(s), client(s), and speaker(s) in the Introductory course. In this section, we will relate that general knowledge to the social service interpreting situation.

OBJECTIVE B-1: GIVEN DESCRIPTIONS OF POSSIBLE ROOM ARRANGEMENTS WHERE YOU MIGHT BE EXPECTED TO INTERPRET, POSITION INTERPRETER(S), AND SUGGEST POSITION(S) FOR CLIENT(S) AND SPEAKER(S).

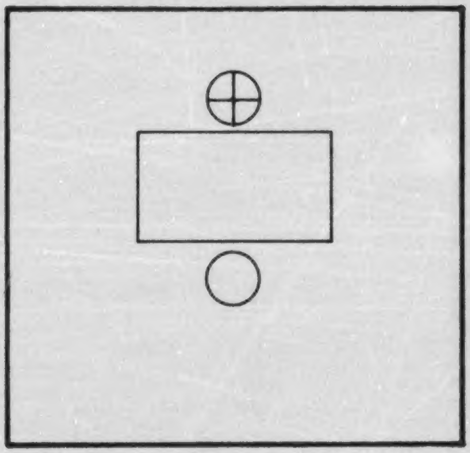
On the following pages, you will view several illustrations depicting room arrangements and giving you specific factors to be considered in the placement of the interpreter, client, and speaker. Remembering the general guidelines on positioning, and integrating previous units within this module on vocabulary, settings, and ethics, work the following exercises:

Using these symbols, complete the following exercises.

△	Interpreter
⊕	Deaf client
○	Hearing client

INDIVIDUAL ACTIVITY #1:

Given the room arrangement as drawn, place the interpreter properly.

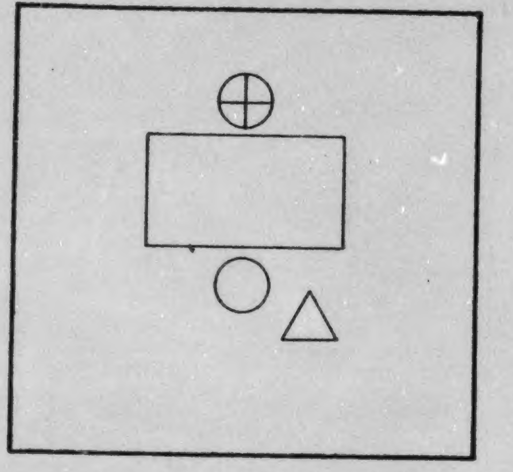


The interpreter will sit/stand? ____________________
What will influence this decision? ____________________

____

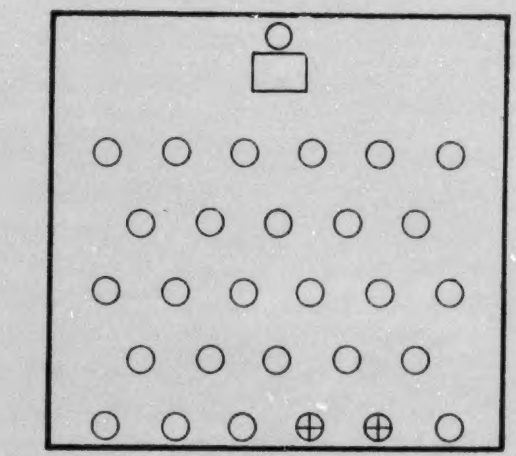
____

Ideally, the interpreter would be positioned beside and slightly behind the hearing client to allow for effective eye contact and communication.



INDIVIDUAL ACTIVITY #2:

In a city council meeting the deaf persons are seated at the back of the room. Place the interpreter appropriately.



The interpreter would sit _____ stand _____?

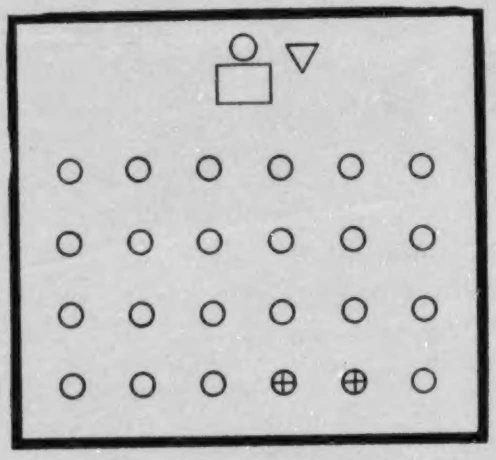
Would it be appropriate and/or ethical for the interpreter to discuss the seating arrangement with the deaf persons? Yes _____ No _____

Why or why not?

____

____

Below is a correct position for the interpreter. In many situations the interpreter would function best standing beside the speaker.



Suppose the mayor specifically requests that you do not stand near him/her. Is it appropriate to you discuss this matter with:

the deaf student? Yes _____ No _____
the mayor? Yes _____ No _____

Why or why not? ____

____

____

What is the appropriate action to take?

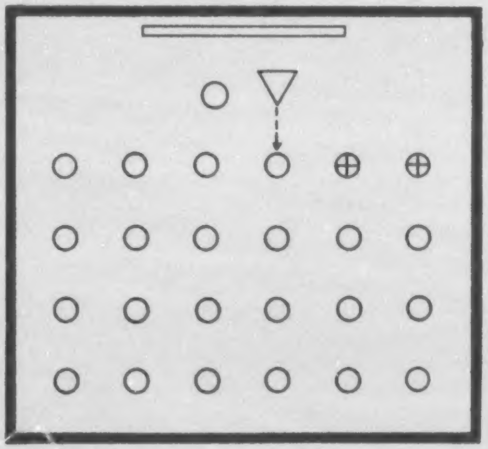
____

____

In this situation, it must be said again that if proper preparatory work had been done, the interpreter would not have such a predicament on his/her hands! By introducing yourself to the city council and deaf persons before the meeting began, getting an idea of the issues to be discussed, and explaining your role, you could have dealt with the problems that might occur. As an interpreter you are there for all persons and to do your job best you must be in visual contact with the entire environment to know and distinguish all visual and auditory codes. Your position is best standing near the central speaker regardless of how many deaf persons are in the room. You are also in the best position for any persons joining the meeting late.

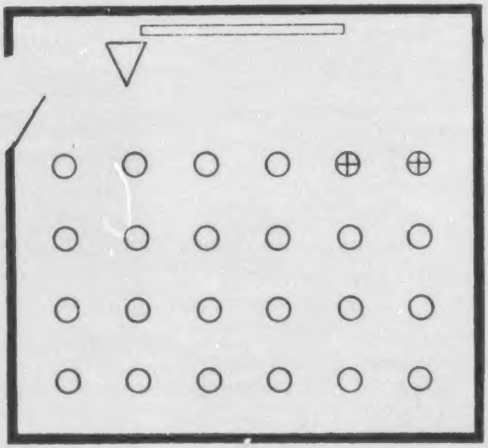
INDIVIDUAL ACTIVITY #3:

Given the following illustration, move the interpreter to the correct position to meet the need of lights being turned out, and having a movie or slide presentation during a meeting, lecture, or workshop.



You should have met with the instructor and been aware that a movie was to be viewed. You could have then come with a light, had it plugged in, and been ready when the lights were turned off. This may be a flashlight, small lamp, music light mounted on a moveable podium, or other light source.

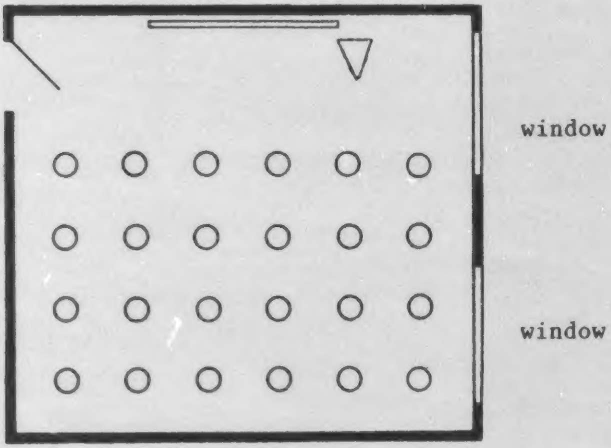
Whether you have a light or not, your position as an interpreter in this drawing would move to the position below.



In this position, the light from the screen will aid in allowing the deaf person to see your signs. You will also be able to point out things on the screen.

INDIVIDUAL ACTIVITY #4:

Let's try this one. Given the same room as illustrated below, no light source brought by the interpreter, and a dark film which does not emit enough light to allow the interpreter to be seen, what would you do? Reposition the interpreter if necessary and describe possible action which might produce some light in this situation.

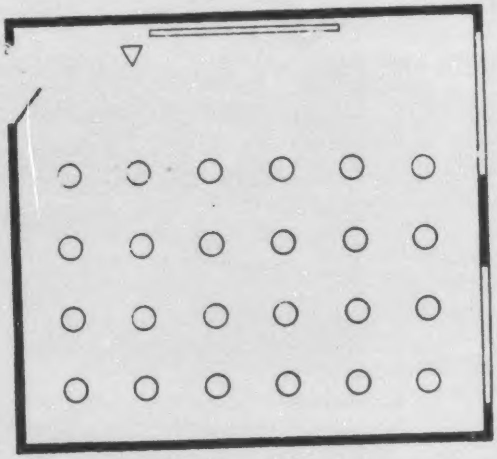


Action to produce light:

In this situation, the door could be opened or the shade on the window could be raised slightly, allowing enough light so the deaf person could see the interpreter.

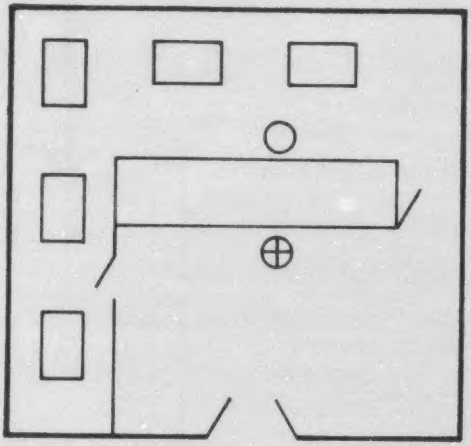
If the window shade is adjusted, the interpreter may be able to stay in the position drawn, although it might be necessary to move slightly toward the light source.

If the door is opened to allow light to enter the room, the interpreter would need to move to the other side of the screen as shown here.



INDIVIDUAL ACTIVITY #5:

Given the following arrangement:

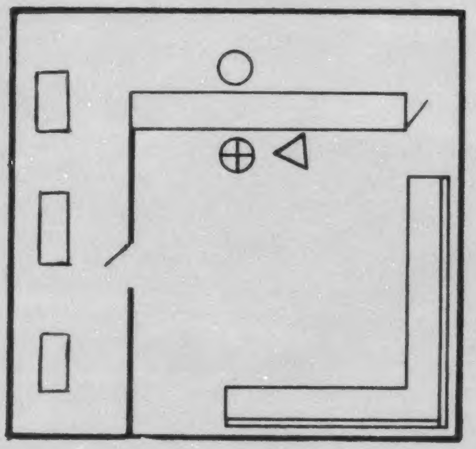


The deaf person is talking with Social Security personnel who are behind a fixed counter.

Where should the interpreter be positioned to interpret for the deaf client and the hearing client?

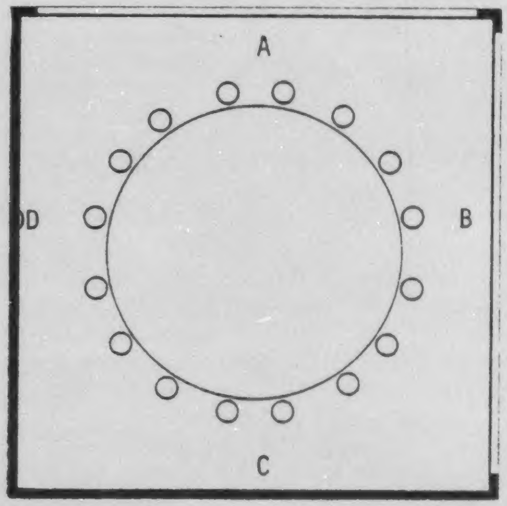
Draw the interpreter in the illustration.

Because the counter inhibits quick repositioning of the interpreter beside the hearing client, the interpreter is forced to do the best possible with an awkward situation. Here, you would stand next to the counter and allow the interchange of communication to follow visual needs. If time permits, explain and get permission to walk around to the other side of the counter, without becoming a distraction. See the drawing below.

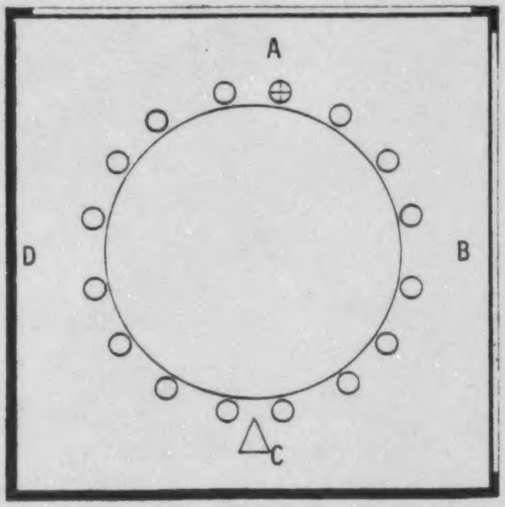


INDIVIDUAL ACTIVITY #6:

Given the following arrangement for a meeting in the offices of Texas Employment Commission, where walls A and B are glass, draw in the interpreter and deaf participant.



Since walls C and D are solid, it would be necessary to utilize these as background and thus avoid the glare of the glass wall. Another option might be to check the room for drapes. These could be drawn to eliminate the problem all together, assuming they are not made of wild geometric patterned fabric.



Compare the following possibilities with your answer. Consider the phrasing and tone of wording which you chose and those below.

NOT ACCEPTABLE

"This is a terrible room for a deaf person! Doesn't anybody round here know anything about the glare from windows and what that does to a person's eyes?"

ACCEPTABLE

"The glass walls make it difficult for me to be seen in the most effective manner. Would you mind if I closed the curtains so communication would be enhanced?"

NOT ACCEPTABLE

"You'll have to close those curtains. This lighting is terrible."

It will be very important to think about how to make the suggestion or ask that the curtains be closed. Write some sentences showing how you might request that the curtains be closed.

Explain why it is necessary for you to stand where you think best.

____

____

____

____

____

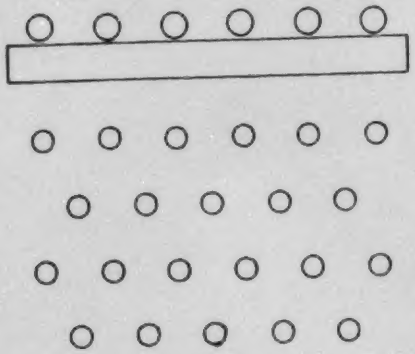
ACCEPTABLE

"Excuse me. The glare of the window behind me will make it difficult for Mr./Ms. ________ to see. Would it possible to pull the drapes?"

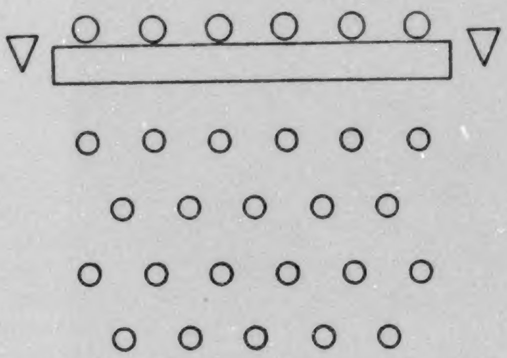
One important thing to remember is that you are the professional! You should know the best positioning for yourself and how to arrange the background and other variables. It is also important to know how to do so professionally, diplomatically, smoothly explaining what you are doing so that you are free to make the necessary arrangements.

INDIVIDUAL ACTIVITY #7:

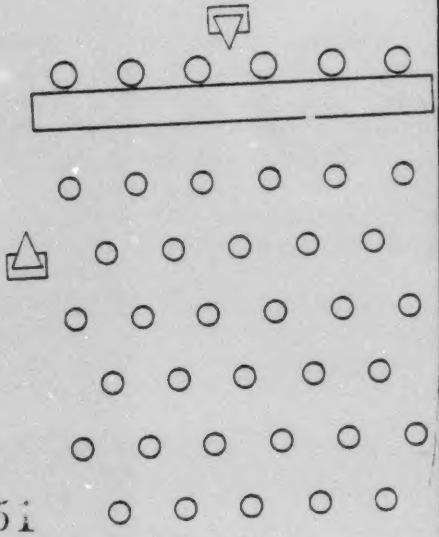
Today is the panel discussion on nutrition at the community center. You and another person have been hired to interpret. It will be your responsibility to place yourself and the other person. The meeting is to be a panel discussion, followed by questions and answers. There are no deaf panelists but the audience is mixed. In the illustration below, place yourself and the other interpreter.



In this drawing you could have correctly given two answers. In one situation, you probably would have put the interpreters on either side of the panel, to handle both the sign interpreting of the panel, if necessary; and to understand questions from the audience. One consideration that might have changed your placement would have been if the audience happened to be unusually large, then you might have placed the second interpreter half-way back and elevated so people in the back of the room could see better.



OR

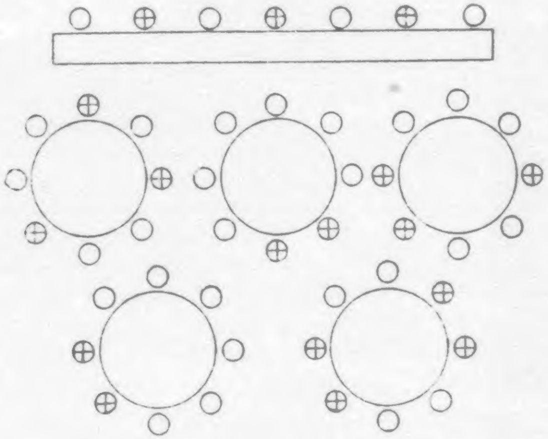


One piece of equipment an interpreter needs to have when attending a large meeting is a hand-carrier riser. It will be appreciated by your audience who will be able to see you more easily.

INDIVIDUAL ACTIVITY #8:

Now let's try a Chamber of Commerce banquet. There are 500 people in attendance and the head table has deaf and hearing people. The audience is also mixed. If you are hired to interpret, what arrangements would you make or inquire about? List these arrangements below.

Now, draw what you would expect the interpreter's positions and other arrangements to be.

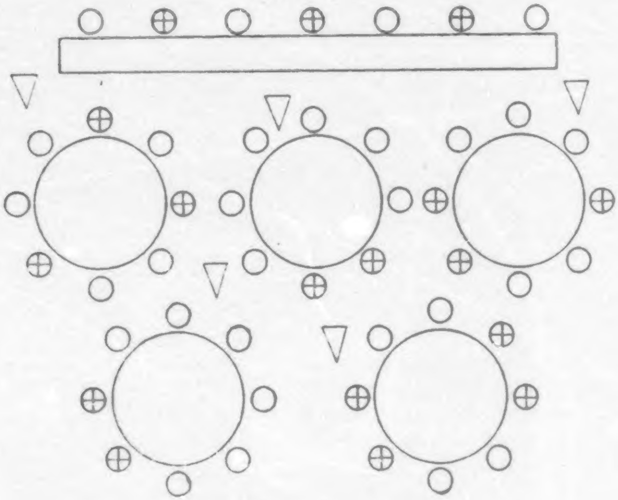


You should inquire about:

1. how many interpreters will be hired;
2. availability and location of lights, (if none, get spotlights for interpreters);
3. availability of risers;
4. description of background and possibility of portable screens;
5. how many microphones and their location;
6. size and arrangement of room--long tables in U shape? head table at floor level?; and
7. how many persons will attend?

Your best bet for success is to make a trip to the actual location and see for yourself what is there and what is needed.

Your drawing might look like this:



Each position will have two interpreters assigned to it. The first will interpret 20-30 minutes, then be relieved by the second interpreter who will interpret 20-30 minutes.

One way to explain your position is to say, "I will sign everything you say and voice everything Mr. and Mrs. Doe say to you. It will help communication greatly if I sit here beside you, alright?"

OR

"If you don't mind, it will help the communication between yourself and Mr. and Mrs. Doe if I sit right here."

There are many ways to say this and I am sure you will say it best your way. Just be sure you are polite and professional in how and what you say.

INDIVIDUAL ACTIVITY #9:

One last assignment for you! You are called to interpret in a family counselor's office; there will be a hearing child, deaf parents, and a hearing counselor. This counselor has never met or seen an interpreter before. The adults introduce you but do not explain where you should sit. What will you say to the counselor?

____

____

____

____

OBJECTIVE B-2: MAKE ON-SITE VISITS. IDENTIFY POSITION FACTORS AND GIVE REASONS.

ON-SITE VISIT OBSERVATIONS

1. Place: ______________________
Date: ______________________

Brief description of situation:

____

____

____

Seating/Standing Factors:
a.

Position of Interpreter (sketch):
b. Lights

c. Background

Recommended changes (if any):

2. Place: ______________________
Date: ______________________

Brief description of situation:

____

____

____

Seating/Standing Factors:
a.

Position of Interpreter:
b. Lights

c. Background

Recommended changes (if any):

3. Place: ______________________
Date: ______________________

Brief description of situation:

____

____

____

Seating/Standing Factors:
a.

Position of Interpreter:
b. Lights

c. Background

Recommended changes (if any):

Instructor's Comments:

Unit: General Considerations: Compensation, Dress, Etiquette

Terminal Goal: Exposed to a social service situation, be able to appropriately arrange for compensation, select appropriate dress, and behave correctly.

Enabling Objectives: During this unit, you will become able to:

A. Compensation

1. Given several hiring situations for social service interpreting, use appropriate resources to determine wage or salary.

2. Given three hiring situations, appropriately ask or determine wage or salary.

B. Dress

1. Given descriptions of working situations, dress appropriately for each situation.

2. During on-site visits, identify appropriate and inappropriate clothing and makeup.

C. Etiquette

1. Given descriptions of working situations, select all inappropriate behaviors and give reasons.

2. After viewing live/videotape performances containing behaviors, determine if the behavior is appropriate or inappropriate and propose correct behavior.

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INTRODUCTION

All interpreting situations include general considerations: dress, compensation, and behavior that an interpreter must think about and plan for when preparing for an interpreting assignment. These considerations are generally the same in every situation but sometimes there are variations. Compensation in social service programs is different in each part of the state and different programs require different dress. In social service interpreting, appropriate behavior will vary because of the people involved and their ages.

OBJECTIVE A-1: USE RESOURCES TO DETERMINE WAGE OR SALARY.

Utilizing the resources for determining pay scales and salaries for interpreters discussed in the Introductory course, determine how much you will be paid and other possible benefits in the following situations.

NOTES

You are RID-certified as an IC (Interpreting Certificate) holder. The local service provider calls you and asks if you can interpret a weekly staff meeting at a MH/MR facility serving deaf clients. You agree to interpret on Mondays and Wednesdays two hours each day for six weeks and hang up without asking the wage. How will you determine your pay?

I can find what my wage will be by ____________________

____

____

Because this is a state facility and it is not a permanent job, you probably will be paid by the state scale. In Texas, the Texas Commission for the Deaf publishes recommended fee scales for interpreters in the state. Check that fee scale and write in how much money you would earn in a week.

You will not, that's right. You are a freelance interpreter and are issued a vendor number by the state. Taxes, insurance, retirement - nothing is taken out of your check! For tax purposes, you must keep a record of your earnings and report them to the Internal Revenue Service. IRS can help you with information as to how you report your earnings and the self-employment tax status; or you may consult a local Certified Public Accountant or a lawyer.

I would earn $________ an hour and I work two days a week so I will earn $________ a week. (Check your answer with the instructor.)

Will you earn any benefits? Yes _____ No _____

INDIVIDUAL ACTIVITY #1:

Contact two of your local service providers.

Do they hire interpreters? Yes _____ No _____
Are the interpreters paid a salary or an hourly wage?
____
Do they receive benefits? Yes _____ No _____
If so, what are the benefits? ______________________
____

Name two ways you can determine the pay for the agency's interpreting job:

1.

2.

Your answers will depend on the agency you contact. Many state and local agencies hire through local service providers and the state commission and follow the state guidelines for payment. In some places the job may be classified as secretary/interpreter, aide/interpreter, or social worker/interpreter. Many salaried positions have benefits like other classified personnel. Taxes, retirement funds, social security, and other deductions would be taken from your check.

Two quick ways to know what the salary or wage is for a job is to look at the job description or ask the personnel office. This is generally public information and is written on many job announcements.

One day, while visiting a friend, who is also an interpreter, you begin talking about wages and earnings. Your friend, who works for the Department of Human Resources, tells you that she has told her employer she will only work with a two hour minimum at ten dollars an hour.

Can she do that? ______________________________

Why or why not? ______________________________

____

____

How do you think she determined her wage? ________

____

____

Most assuredly your friend may set her own wage scale. This is how free enterprise works and if her employer is willing to pay that wage, fine. Judgement is necessary in weighing the information of current fee scales, need of the employer, number of hours to be worked, your own skill and abilities, etc., when making such a decision. Economic conditions will not only vary around the nation but will vary around the state, and from city to city. Your friend probably got her fee scale from the Texas Commission for the Deaf, Suggested Fee Schedule, September, 1981. Ask the instructor for a copy to put in your notebook.

Now let's suppose that a deaf person comes to you and asks if you would be interested in interpreting several agency meetings for her. Your skills are such that you can do this kind of interpreting and you readily accept. Just as you are about to inquire further as to times and payment, the woman says, "Don't worry about a thing, the agencies will contact you in a few days."

How do they pay interpreters? ____________________

____

____

NOTES

INDIVIDUAL ACTIVITY #2:

Contact a local state agency such as Department of Human Resources or Texas Employment Commission, and make an appointment for an interview. Find out how your services are requisitioned by the agency and answer the questions below.

INTERVIEW QUESTIONS

1. Do you use interpreters in the agency often?
2. What do you expect of an interpreter on an assignment for you?
3. How are interpreters paid?
4. What is a vendor number? Do I need one? How do I get one?
5. What does a requisition look like? How do I fill one out?
6. How do I contact the State Comptroller's office?

OBJECTIVE A-2: APPROPRIATELY ASK OR DETERMINE WAGE OR SALARY.

Below are three hiring situations with questions following each situation. You must determine the best answer and write your answer in the space to the right. When you are finished with all three, go to the instructor for the correct answers.

SITUATION #1

You are hired by the local service provider to interpret for a meeting of the local community advisory committee. The meeting will begin at 10 a.m. and conclude at 3 p.m. You will be expected to work through the lunch hour. The service provider tells you that you will be paid according to TCD rates and your certification. You are a CSC holder.

SITUATION #2

You are in a job interview for a position with the local service provider. The salary was not in the written job description and you would like to inquire about it.

How much will you earn for the interpreting assignment?

What will you say?

SITUATION #3

A deaf person from the community asks you to interpret a meeting he would like to attend. The local service provider is not able to pay for your services at this meeting but you would like to interpret as it is important for this person to attend the meeting.

How will you arrange for payment for your services?

____

____

____

Suppose this person can pay you but you know that his ability to pay your whole fee is limited?

What will you say? What kind of arrangements might you make?

____

____

____

OBJECTIVE B-1: SELECT APPROPRIATE DRESS FOR VARIOUS SITUATIONS.

As you learned in the introductory units, dressing appropriately is critical to the professional "presence" of an interpreter. We will go back and select various situations from the section on compensation and you will describe the appropriate dress for the assignment.

Probably slacks and a warm, solid shirt or blouse with comfortable shoes. Females could wear dresses if the style is appropriate and the individual feels comfortable.

You are to interpret at a local MH/MR facility serving deaf clients. This is a counseling situation. You will be interpreting for young adults from 14 to 21 years of age.

How will you dress for this assignment?

____

____

You have accepted the interpreting job for the Chamber of Commerce banquet.

How will you dress? ____________________________

____

____

Women would probably wear a dark solid evening dress about cocktail length and men would wear suits or jackets with vests. There should not be excessive makeup or flamboyant hairdos for the evening and not much jewelry, perhaps a simple necklace and a ring.

Women would probably look best in a warm solid dress that is casual or office type clothing. Men would look nice in slacks and a shirt and maybe a tie or a vest. You have to hit the happy medium of not too formal and not too casual.

So far, you have had to have a wardrobe of slacks, shirts or blouses, dresses, and suits that are all warm dark solid colors. That could get to be expensive and boring to have clothes all the same with minor variations in color. Can you think of some ways to make your wardrobe less expensive but always be dressed appropriately?

You are hired by the local service provider to interpret for a meeting of the local community advisory committee from 10:00 a.m. - 3:00 p.m.

What will you wear? ______________________________

____

Ways to make your wardrobe less expensive but always appropriate:

1.

2.

You probably thought of some clothes combinations that you could use with all kinds of situations and always be dressed well. One of the best ways to cut the expense of clothes is to buy an interpreting smock or jacket. These can usually be purchased through a uniform store and look good for casual or formal occassions. It can be carried with you always and is easy to wash and take care of. Many interpeters buy these smocks or jackets for the convenience and the consistency of appearance.

OBJECTIVE B-2: DURING ON-SITE VISITS, IDENTIFY APPROPRIATE AND INAPPROPRIATE CLOTHING AND MAKEUP.

INDIVIDUAL ACTIVITY #1:

Within this unit are forms for on-site visits which your instructor will assign you. Visit these places and observe working interpreters and fill out the On-Site Observation Form.

ON-SITE OBSERVATION FORM

1. Place:

Date:

Situation:

Dress: Appropriate ___ Inappropriate ___

Reasons: ______________________

____

____

2. Place:

Date:

Situation:

Dress: Appropriate ___ Inappropriate ___

Reasons: ______________________

____

____

3. Place:

Date:

Situation:

Dress: Appropriate ___ Inappropriate ___

Reasons: ______________________

____

____

4. Place:

Date:

Situation:

Dress: Appropriate ___ Inappropriate ___

Reasons: ______________________

____

____

OBJECTIVE C-1: SELECT INAPPROPRIATE BEHAVIORS AND GIVE REASONS.

As a professional working with deaf people, you should exhibit certain behaviors that are not necessarily outlined in the Code of Ethics. They have already been discussed in the Introduction course but now you will consider specific behaviors in the social service situation. In the column to the right are descriptions of working situations and some behaviors exhibited by interpreters. Decide if the behavior is appropriate or inappropriate and give reasons.

Very inappropriate. Even though it is a break time and the interpreter is also on break, it is impolite to stand around talking with hearing people in the presence of the deaf person without signing at all times. The interpreter does not have to interpret the conversation unless the deaf person requests it but as a matter of etiquette should sign for himself at all times. The interpreter should also consider this time as relief and use it to relax and take care of personal matters.

While on break time from a lengthy meeting, the interpreter is asked several questions about deafness and interpreting by hearing persons in the meeting who have never seen a deaf person and an interpreter before. The interpreter begins chatting with some people and does not sign. The deaf person who has been getting a coke from a machine stands and watches and eventurally walks off.

Appropriate _____ Inappropraite _____

Why? ____

____

____

No, your behavior is not appropriate. You should be following the instructor around in a very inconspicuous manner so that people can feel free to ask questions and the presentor can feel free to talk with any person.

Even though the process is long and you are sitting most of time you are still a professional, trying to convey that image, and gum chewing is inappropriate at that time.

At an agency workshop, where the service providers themselves are a mixed audience, you are hired to interpret mainly for the speaker and workshop presentor. Sometimes the participants are to be working at their tables on various activities. The presentor begins strolling from table to table. You stay at the front in the position where you have been for a majority of the time.

Appropriate _____ Inappropriate _____

Why? ______________________________

You are hired to interpret in a passport application procedure. The process is about four hours in length. You smoke, but are not allowed to smoke in the building so you chew gum trying to quell your desire for cigarettes.

Appropriate _____ Inappropriate _____

Why? ______________________________

This is appropriate behavior. It is impolite to yell out what the speaker is saying. Persons in the audience should let the speaker know that communication is not taking place. If the interpreter asks for assistance and is willing to remove himself; if you can do the job and are willing to, then by all means do so--it will facilitate communication.

In interpreting, it is the responsibility of the communicators to indicate that communication is not happening. The audience must stop the speaker, explain that the message is not being clearly presented and request something be done. The same is true in the opposite situation; if the speaker is not understanding the audience then the speaker should stop the communication and ask for clarification.

You attend a civic rally and are sitting in the middle of the audience. The speaker now is a deaf person and the interpreter who is voicing is having problems understanding the speaker. As much as you would like to help (since you do understand the speaker), you are silent.

Appropriate _____ Inappropriate _____

Why? ____

____

____

OBJECTIVE C-2: DETERMINE BEHAVIOR. PROPOSE CORRECT BEHAVIOR.

LIVE/VIDEOTAPE PERFORMANCE OBSERVATIONS

Performance #1

Appropriate _____ Inappropriate _____

Correct behavior proposed (if necessary):

____

____

____

Performance #2

Appropriate _____ Inappropriate _____

Correct behavior proposed (if necessary):

____

____

____

Performance #3

Appropriate _____ Inappropriate _____

Correct behavior proposed (if necessary):

____

____

____

Performance #4

Appropriate _____ Inappropriate _____

Correct behavior proposed (if necessary):

____

____

____

APPENDIX I

LEGAL INTERPRETING

module researched by

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Texas State Technical Institute-Waco

Spring, 1981

Legal Interpreting*/Student Handbook

This handbook is a self-paced instructional module for an interpreting student desiring to study interpreting in the legal situation. The goal of this module is to guide you through the steps necessary for preparation to do legal interpreting. The key word here is preparation. You will learn how to find information and use resources available to you in your community. This guide teaches you to: anticipate settings, assess linguistic systems, determine and study specialized vocabulary, identify problems and apply ethical solutions, arrange appropriate position, dress, environment, and give you practice interpreting legal texts.

This module is divided into five units:

- Settings
- Vocabulary
- Special Considerations: Ethics and Environment
- General Considerations: Dress, Compensation, and Etiquette
- Interpreting: spoken English to American Sign Language (ASL)/ Pidgin Sign English (PSE)
  - ASL/PSE to spoken English
  - Interpreting between two languages

Many activities are individualized; but some are recommended to be done as a group. We encourage you to participate in seminars with your fellow students to benefit from a wide range of experience and expertise. Group discussions allow you to verbalize your thoughts and understandings of your interpreting training. This module is intended for a learning environment where you will have access to an instructor(s), seminar rooms, audio/video tape cameras, recorders, and playback equipment, and library access.

The terminal goals are to be implemented as you do practicum and/or field experience in "live" interpreting situations. You must master the enabling objectives in each unit before you proceed to the next unit. The criteria for mastery is sometimes stipulated in your handbook; sometimes left to the instructor.

Most of the knowledge and skill goals for learning are clearly stated in this handbook. What is not stated, but emphasized greatly, is the desire for you to become a professional person, adhering to the standards and performances demanded of professionals in any field.

This module is yours to keep and use for future reference and resource.

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*This module is not intended to take the place of special legal training workshops for those persons interested in acquiring the Specialist Certificate: Legal as awarded by the Registry of Interpreters for the Deaf (RID).

Legal Interpreting

Pre/Post Test
Please Circle One Answer

---

1. List the three interpreting settings.

a. ____________ b. ____________ c. ____________

2. Describe two legal situations for each setting listed above.

a. ____________ b. ____________ c. ____________
____________ ____________ ____________

3. List two ways to determine appropriate language/system for the situation.

a. b.

4. Get the pre-test videotapes from your instructor and determine language/system you would use and why.

a. c.
b. d.

5. Explain the function of the interpreter in each setting.

6. List the methods to determine specialized vocabulary for a specific legal situation.

7. Using two of the methods listed above, compile a list of four words for a felony arrest and a pre-trial hearing in the judge's chambers.

8. Define, pronounce, and determine signs for the words listed in number 7.

a.
b.
c.
d.

a.
b.
c.
d.

9. If any of the words above have no known sign, develop an ideographic sign and demonstrate to the instructor.

10. In you own words, state the Registry of Interpreters for the Deaf Code of Ethics.

11. After reading the problems your instructor has written on a separate sheet of paper, suggest one way of solving the problem in an ethical manner.

a.

b.

12. After viewing videotape performances of professional working problems, identify the problem and propose the solution.

a. Problem:

Solution:

b. Problem:

Solution:

13. Identify the appropriate position for the interpreter given the description below:

a. a booking at municipal jail
b. an arraignment in judge's chambers
c. a symposium on "The Law and the Deaf"
d. a panel discussion on the Miranda warnings

14. Determine your normal hourly wage for interpreting assuming you work 20 hours a week, using the resources available.

15. You are applying for a job interpreting at the muncipal and county courts, but the salary was not posted. Write several sentences asking for that information.

16. Identify appropriate clothing for an interpreter during most interpreting assignments.

17. List two behaviors interpreters should exhibit while in the company of deaf persons.

    a.

    b.

18. Given an audio/video tape of a legal text, interpret spoken English to American Sign Language simultaneously with 90% accuracy of message conveyed.

19. Given an audio/video tape of a legal text, interpret from ASL to spoken English simultaneously with 90% accuracy.

20. Given an audio/video tape of a legal text, interpret between the two languages simultaneously with 90% accuracy of message conveyed.

Unit: Legal Settings

Terminal Goal: Being exposed to a legal setting, determine the

1. type of setting,
2. function of the interpreter, and
3. language/system of the setting.

Enabling Objectives: During this unit, you will become able to:

1. List the three interpreting settings, describe two legal situations for each of the settings, and explain the function of the interpreter within each legal setting.

2. Describe two ways to determine the appropriate language/system of a situation.

3. Use the guidelines presented to match the appropriate language/system of five given situations. Explain your selection.

4. Analyze the information presented by five speakers and fill out a Speaker Observation Questionnaire for each one.

INTRODUCTION

NOTES

You will recall that the topic of "settings" was discussed in the Introduction to Interpreting course which you have already completed. In that course, you were given general information related to interpreting settings. This unit is built on the knowledge you mastered in the introductory course. You may want to review those objectives before proceeding.

OBJECTIVE #1: LIST THE THREE INTERPRETING SETTINGS. DESCRIBE THE FUNCTION OF THE INTERPRETER. GIVE TWO LEGAL SITUATIONS FOR EACH SETTING.

There are three specific interpreting settings which may be found in any kind of interpreting assignment. They include one-to-one, small group, and large group. You will recall that the number of persons involved in the flow of communication is the primary basis for determining the type of setting in which you are involved.

In all of the settings you will have an interpreter along with deaf and hearing individuals. The number of persons involved in the exchange of communication will vary with each setting.

1. One-to-One

In the one-to-one setting, there will always be three persons, and occasionally there will be an observer who is not actively participating in the conversation. That observer might be a parent, a lawyer, policeman, or almost anyone.

That's right! The interpreter's function is to facilitate communication between the two individuals exchanging messages. That function will never change. If you have been hired as an interpreter, your responsibility is to enhance the exchange and flow of communication between the parties involved.

SETTING: One-to-One

What are some one-to-one situations you might find in legal interpreting?

1. a deaf person in a district attorney's office

2.

3.

What is the function of the interpreter in a one-to-one setting?

2. Small Group

As with any communication flow, it is important to know who is participating, what the general topic is about, and where you will be. All these things are necessary preparation for an interpreter.

3. Large Group

The large group setting includes any group larger than 12. This might be a workshop hosted by the National Center for the Law and the Deaf, a mock trial in the courtroom, or a meeting for the deaf community on drug information. You will want to ask yourself the same questions as those listed above to better understand the needs of those involved. In the large group setting, adequate preparation is to know beforehand who is speaking and what the major activity will be.

SETTING: Small Group

Approximately how many people can there be in a small group (range)?

What are some of the small group situations you might encounter in legal interpreting?

1. a conference in judge's chambers on the custody of a child
2.
3.

4. Dual Role Conflict

There are times when you might be employed in a dual role position. When that happens, your function will change according to the situation. If you are hired as a legal secretary/interpreter or as a policeman/interpreter, your role and function are more complex and require much judgement and skill in order to keep the roles separate. Guidelines in this situation should come from your supervisor or may be found in your job description. It is important that you and the others in the situation know which role you are in at any given time. It frequently might require that you yourself make this distinction for the persons involved.

SETTING: Large Group

Some important information you must know about the people involved is:

____

____

____

What are some large group situations that might occur within legal interpreting?

How would you make your role clear to persons involved at any given time?

One way of explaining your role is to be a policeman with sign language skills and make sure an interpreter is available. Your instructor may have other suggestions.

OBJECTIVE #2: DETERMINE THE APPROPRIATE LANGUAGE/SYSTEM OF A SITUATION.

As you go into legal situations, you will need to know the language, the style of language, or the system of language being used. The best advice is "Be Prepared!" Four guidelines for determining the appropriate language/system for an educational system are:

1. Meet your client beforehand and ask for language/system preferred.
2. Meet your client beforehand, engage in casual conversation, and make a determination as to the language/system being used by that person.
3. Your employer or job description will dictate the language/system used and you agree to that by signing a contract of employment.
4. You make a judgement call. This occurs usually when you are unexpectedly thrust into a situation. Begin by using PSE and through facial expression, vocal expression, and observation, determine any changes which need to be made.

ACTIVITY #1: Now you and a classmate roleplay a client and an interpreter; meet each other beforehand and ask for a language/system preference. Below write three sentences that you decide are best for asking preference.

1.

2.

3.

You may be unexpectedly thrust into a situation or additional people may enter a situation in progress. This will require an "on-the-spot" determination of language/system. Most interpreters do this because they make judgements about the situation, the age or emotion of the client(s), the socio-economic status, and the language/ system they first see. Think about the following:

1. What is the legal situation?

   - a hearing lawyer who will present a deaf witness?
   - a deaf parolee meeting his probation officer?
   - an administrative meeting to discuss rules and regulations of a law?

2. What is the age or emotion of the client?

   - young?
   - elderly?
   - angry?
   - upset?

3. What is the socio-economic status of the clients involved?

   - job type?
   - ethnic or minority group?

4. What is the language/system and style of language being used?

   - does the client greet you in English, ASL, PSE, MCE, or what?
   - is the person(s) vocabulary casual or technical?

ACTIVITY #2: Now roleplay meeting each other; engage in casual conversation and make a determination about the language/system being used. See if you make a correct determination and if not, discuss it with your "client."

ACTIVITY #3: Complete these examples. When you are finished, the instructor will have the answers.

Example #1:

You are hired to interpret divorce proceedings at court. When you arrive everyone is dressed formally but you can feel much tension in the waiting area. What language/system will you use for introduction?

____

Why? ____

____

Example #2:

You are to interpret a legal workshop hosted by the National Center for the Law and the Deaf. The speaker is a well-known deaf lawyer who will use ASL for his speech. How will you introduce yourself? __________

____

What language will you use for voicing his speech?

____

Why? ____

____

OBJECTIVE #3: MATCH THE APPROPRIATE LANGUAGE/ SYSTEM. EXPLAIN WHY YOU MADE THE SELECTION.

Example #3:

You are summoned by the Texas Commission for the Deaf to interpret at the detention home for juvenile delinquents. A 13-year old hearing child is acting hostile toward everyone, especially his deaf parents who look distraught and are about to cry. What language/system will you use to greet the parents?

____

Why? ____________________________________

____

Activity #4

Go to the instructor and request the self-test videotapes. Mark the language/system being used and give reasons for your choice. Check your answers with the instructor.

OBJECTIVE #4: OBSERVE SPEAKERS. FILL OUT SPEAKER OBSERVATION QUESTIONNAIRE.

Speaker Observations

In the study of a particular aspect of interpreting, it is important to meet and know the professionals who specialize in that field. These deaf and hearing professionals will discuss their particular specializations and provide some basic knowledge for the interpreting process within the legal field. Resource persons will be selected from each of these areas:

Texas Commission for the Deaf
RID-certified Interpreters with Legal Skills Certification
Legal Aid Offices
Attorney General's Office
Attorneys
Law Schools
Police Academy
Penitentiaries

Ideally, each speaker will discuss the issues below. If not, be prepared to ask questions about the following items:

a. the variety of situations within their settings: i.e., in a police station, booking, telephoning, arrests, warnings, interrogation, etc.

b. the particular intricacies of the legal setting: terminology, procedural steps, formalities, etc.

c. the function and code of the interpreter as perceived by the legal system.

SPEAKER OBSERVATION QUESTIONNAIRE

Date: ____________________

Name of Speaker: __________________________

Program of Speaker: _____________________________

1. What kind of settings were mentioned?

2. What is the role and function of the interpreter as defined by the speaker?

   Was there a job description for the interpreter which explained the function expected?

3. What language/system is used in this legal program?

4. Who supervises the interpreters in this program? How many interpreters are hired?

5. What is the salary/wage paid to the interpreters? Are there other benefits?

6. Give information about the clients served: i.e., who they are, their ages, what the context is, etc.

7. Are there any specific rules or regulations the interpreters are required to follow?

COMMENTS:

Unit: Legal Vocabulary

Terminal Goal: Within a legal siutation, be familiar with and knowledgeable of the special vocabulary for the particular situation.

Enabling Objectives: During this unit, you will become able to:

1. List methods to determine the specialized vocabulary for a specific legal situation.
2. Using two of the methods, compile lists of vocabulary for four legal situations.
3. From the compiled lists, define, pronounce, spell, and determine signs for the words or phrases.
4. From the lists, identify the terms that have no known sign(s) and develop an ideographic sign following the grammatical structure and rules of ASL.
5. Using the methods above, prepare for a legal interpreting assignment.

INTRODUCTION

NOTES

What preparation does an interpreter make to prepare for a legal assignment? One of the most important aspects of such an assignment is the vocabulary which will be involved.

Consider the following list of words which might be used at a court hearing involving a person who was arrested for driving under the influence of liquor and also resisting arrest:

circumstances
decree
interrogation
disorderly conduct
forfeit
overrule
probation

How many of these words do you know? Could you spell and pronounce them easily and with certainty? Do you know how to sign the words and/or concepts involved?

These are the kinds of questions you should ask yourself before interpreting in any situation. This module is designed to help you identify possible vocabulary and acronymns, sources for definitions and synonyms, how to find signs for these words, and how to develop ideographic signs as needed.

OBJECTIVE #1: LIST THE METHODS TO DETERMINE THE RELEVANT VOCABULARY FOR THE LEGAL SITUATION IN WHICH YOU WILL INTERPRET.

STOP AND THINK!

After receiving an assignment, stop and think! Ask yourself:

What do I know about this subject?
Who will be present (language and systems)?
What resources are available to use?

Perhaps the assignment falls within an area where you have a vast amount of experience, exposure, and expertise. If so, a general review knowledge may be enough in the way of preparation. However, if your assignment happens to be in an unfamiliar situation, you need ample time to prepare and familiarize yourself with the vocabulary that will be utilized.

Do you know the clients for whom you will be interpreting? This will help you decide which language or system to use, and at the same time, you will select in presenting the identified vocabulary.

Who do you know that might be a resource for you? Other than the instructor, workshop leader, or person in charge, do you know an interpreter who is experienced in this area? Is there someone who could help explain the detailed concepts to you?

QUESTION OTHERS

Go to the police department, workshop leader, or a lawyer's office. Ask for a vocabulary list, glossary, textbook, information to be presented, or a brief explanation of terms. If unavailable, sit and chat with this contact person about the subject of the conference or workshop. Become generally familiar with the area to be taught. Be sure to ask about acronymns uniquely related to the topic with which you will probably be unfamiliar.

FORMAT FOR INTERVIEW

1. INTRODUCTION: "Hello, my name is ________. I will be interpreting in your ___________ (office, meeting, workshop). I will interpret what you say to sign language and what the deaf client signs to speech.

2. EXPLANATION: "I can do a much better job of relaying your discussions if I understand the material being presented. Do you have a vocabulary list, notes, or a textbook I could borrow to study and prepare myself for this assignment? If you are too busy, perhaps you could tell me where to find this information and I will search it out. If I have any questions, I'll come to you for clarifications."

3. ANSWER QUESTIONS: As this person in charge might be new to deafness and interpreters, be willing to answer questions within the limits of ethical guidelines. Do not overstep your role. Remember to refer the

person to your service provider or to the deaf client if questions deal with information which you cannot ethically answer.

4. **EXPRESS APPRECIATION:** "Thank you so much for you time and assistance. I'll see you in the courtroom."

CLASS ACTIVITY #1:

Roleplay interviewing a lawyer in the subject area assigned by your instructor to identify specialized vocabulary and acronymns.

INTERVIEW NOTES

In some situations, you will not be able to obtain assistance from the person(s). You will have to depend on reviewing books or other materials to identify vocabulary. Read the table of contents to grasp an overview of the subject. Read through the titles, topics, and subtopics in each chapter. If you notice an area which may be difficult, read through it carefully, making note of specialized vocabulary. Also, note any concepts which must be understood in order to develop ideographic signs in context.

CLASS ACTIVITY #2:

In groups of two or three, review textbook material assigned by your instructor and identify vocabulary which may be difficult. Also note any concepts needing ideographic signs for clear communication.

TEXTBOOK REVIEW NOTES

OBJECTIVE #2: COMPILE VOCABULARY LIST.

Now that you have done the background work, compile vocabulary lists in the subject areas assigned based on the interview (roleplayed) and/or the text review.

INDIVIDUAL ACTIVITY #1

VOCABULARY LIST

1.

2.

3.

4.

5.

6.

7.

8.

VOCABULARY LIST (Cont'd)

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

21.

22.

23.

24.

OBJECTIVE #3: DEFINE WORDS. BE ABLE TO SPELL AND PRONOUNCE CORRECTLY. DETERMINE THE APPROPRIATE SIGNS.

There are several sources which you might consult to aid you in this step of preparation for an interpreting assignment. Some of these include:

1. Dictionary Definitions

   Not only should you consult the general dictionary, but also look for specialized dictionaries.

   Did you know that there are whole dictionaries of psychological terms, legal vocabulary, and computer science terminology? There are also technical dictionaries, medical dictionaries, and others which deal with specific fields.

INDIVIDUAL ACTIVITY #2:

Visit the law school or library. Identify special dictionaries and write titles of six which you think might be a valuable resource in later assignments.

1.

2.

3.

4.

5.

6.

2. Glossary Definitions

Check the back of the textbook which you reviewed. Is there a glossary of terms? If so, see how many of the words you wrote on the vocabulary list are defined in the glossary.

If there is no glossary, locate another textbook in the subject area assigned which is accompanied by a glossary. This might be found in the library, from the instructor, another student, or another interpreter.

How many of the words on your vocabulary list were defined in the glossary?

____

Did you understand the definitions given in the glossary?

Yes _____ No _____

If not, what can you do? Where can you go for further explanation, definition, and understanding to facilitate your ability to interpret in the assigned area?

____

____

____

3. Thesaurus

There will always be some difficult general English vocabulary within the body of a courtroom trial, workshop presentation, or legal discussion. Look again at the textual material assigned you by the instructor. Make a list of those words which are not legal or specialized for use in the instructional area for which we have no standard sign in the column to the right.

*If you have never used a thesaurus, ask your instructor or the librarian to explain its use. This will be one of the most valuable tools you will have in your career as a professional interpreter.

INDIVIDUAL ACTIVITY #3: DIFFICULT ENGLISH VOCABULARY AND SYNONYMNS: Consult the thesaurus and write several synonyms for each word listed.* Underline the one synonymn which you would sign when the difficult term is used in a lecture or presentation.

1. exorbitant
syn: excessive
extravagant
extreme

2.
syn:

3.
syn:

4.
syn:

5.
syn:

6.
syn:

7.
syn:

8.
syn:

4. Dictionary (Spelling and Pronounciation)

The need to spell and pronounce words correctly should be self-evident. There will certainly be some legal and specialized terminology which will need to be spelled during a trial or a conference with a lawyer. How disastrous if the interpreter misspells words in a legal situation! Also, how critical for the interpreter to properly pronounce words when interpreting the comments of a deaf client.

Dictionaries have pronounciation keys beside each word and a guide in the front to explain the symbols used. Familiarize yourself with these keys and be able to use them in pronouncing new words correctly.

INDIVIDUAL ACTIVITY #4: Review the previous list of vocabulary words identified earlier in the dictionary. Write down the pronounciation symbols and be able to explain what they mean to your instructor. Read the list to your instructor, making no more than five pronounciation errors.

5. Determine How to Sign Identified Vocabulary

There are several sign language texts which may be checked when attempting to identify accepted signs for legal and specialized vocabulary.

Your instructor has a list of those which are available to you through the school or public library. Some books on the list provided may not be available in the library, but could be purchased at a bookstore as you begin to build your personal library of professional books.

Another source of signs is found in talking with deaf clients and other interpreters. This is particularly true when no standardized sign can be located and you have access to an interpreter who has interpreted the assigned class previously.

CAUTION: Just because someone has interpreted that situation before does not mean they are automatically experts. Use discretion in adopting signs used or suggested by other interpreters and/or deaf clients.

INDIVIDUAL ACTIVITY #5: Return to your list of vocabulary. Along with the definition of each word and synonymns located, write a description of the sign you will use and a sample sentence using the word in context.

OBJECTIVE #4: DEVELOP IDEOGRAPHIC SIGNS FOLLOWING THE GRAMMATICAL STRUCTURE AND RULES OF ASL WHERE APPROPRIATE.

Precisely as the dictionary indicates, an ideographic sign is one which expresses an idea graphically. This usually involves the use of body language, pantomime, gesture, ASL placement in "painting a picture" of the idea, tool, machinery, or event you are describing. This is particularly appropriate when interpreting a patent hearing on a new invention.

What is the definition of ideograph as found in the dictionary?

What is an ideographic sign?

When is it appropriate to use such an invented sign?

If you will bear in mind the need to communicate concepts and ideas rather than exact English wording, you will be able to develop this skill more easily. When explaining the design of the new tool, your two hands might become the parts of the tool.

When devising an ideographic sign, do keep in mind the rules of ASL linguistics. If you do not know the grammatical structure, please seek the assistance of skilled signers who are knowledgeable of the structure of ASL, the functioning of the human visual system, and human manual expression capabilities.

Try it. Don't feel inhibited. Utilizing this form of communication is an important techique for the professional.

INDIVIDUAL ACTIVITY #6: Make a list of terms on the vocabulary list needing ideographic signs.

1.

2.

3.

4.

5.

If you had none in your own list, ask your instructor to refer you to a text where you will be able to identify such terms and list them above.

Now...how could you pantomime or demonstrate the above terminology? If you don't fully understand the item or tool functions, you may have to return to interview the client to get that basic background information before proceeding further.

Develop ideographic signs for the list above and report to your instructor who will review these signs with you.

Keep practicing. It will come more and more naturally as you build your repertoire of experience through interpreting various situations. REMEMBER! The signs developed must reflect the concept of meaning of the word, the function or movement of the tool or machinery, and must conform the movement, handshape, and space of ASL.

OBJECTIVE #5: PREPARE FOR A LEGAL INTERPRETER ASSIGNMENT.

CHECKLIST

1. Question yourself--what do you know about the assigned areas? Who do you know who is familiar with this area? What resources are available?
2. Identify possible terminology.
3. Review the vocabulary list.
4. Define terms: use dictionary, glossary, thesaurus; consult again with the instructor if necessary.
5. Determine signs to be used: check sign dictionaries; talk with native signers and other interpreters. Be sure to show the concept properly.
6. Develop ideographic signs--check to see what tools, machinery, or concepts may be used which would require such signs; pantomine action.

INDIVIDUAL ACTIVITY #7: Report to your instructor. You will be given a legal assignment for which you must prepare vocabulary.

Follow the steps outlined in the module. Upon completion of self-preparation steps, present words to be pronounced, spelled, sentences with words in context to be signed, and review ideographic signs developed to your instructor.

Unit: Special Considerations: Ethics, Positions, and Environment

Terminal Goals: Within a legal situation, determine your best possible position, behave in accordance with ethical guidelines, and if possible, arrange the environment according to all the factors discussed in this unit.

Enabling Objectives: During this unit, you will become able to:

A. Ethics

1. State the eight codes of both RID and TSID.
2. Given possible problems in professional working situations, suggest ways of solving the problems in an ethical manner.
3. After viewing live/videotape performances containing examples of problems, identify the problem and propose the ethical solution.
4. In six role-playing situations, perform according to the RID/TSID Codes of Ethics.

B. Positions and Environment

1. Given illustrations of possible room arrangements in which you may be expected to interpret, position the interpreter(s) and suggest position(s) for the client(s).
2. During on-site visits, identify appropriate and inappropriate seating/standing factors and give reasons for your decisions.

Introduction

All interpreting situations have special considerations; special events, attitudes, physical factors that an interpreter must think about, plan for, and try to act on. The first special consideration we will talk about is ethics: what are the ethical solutions to problems that arise within a legal situation? Second, we will discuss position: where do you stand/sit? How do you position yourself in different rooms? What about special events like movies or slide shows in the courtrooms, for example? And lastly, we will review what the special arrangements of environment are: the lights, the background, and the manner in which you prepare for these environmental factors.

OBJECTIVE A-1: STATE THE RID AND TSID CODES OF ETHICS.

You have studied these codes in your introductory course, but let's see if you have their statements and meanings fixed in your mind. Without checking your notebook, list as many codes as you can in the space to the right. Whenever possible keep to the same wording, but as long as you state the code(s) in the same spirit, it's okay.

When you are finished, check your list with the RID Code of Ethics and make changes as needed. Study the code. When you have done that, go to your instructor and write or state the codes for the instructor.

Now on another page, follow the same procedure for the TSID Code of Ethics.

RID Code of Ethics

1.

2.

3.

4.

5.

6.

7.

8.

OBJECTIVE A-2: SOLVE THE PROBLEMS IN AN ETHICAL MANNER.

Described below are professional working situations and some problems are given which you might face in each situation. In the space to the right, write your suggestions for solving the problems in an ethical manner and what your actions might be.

SITUATION #1

During a break from the trial, the accused person's spouse approaches and begins asking for your opinion on the cross-examination.

Solution or Action: ______________________________

____

____

SITUATION #2

During a booking, you and a deaf client are asked to wait in another room. Your client begins to explain everything that happened before, during, and after his arrest.

Solution or Action: ______________________________

____

____

SITUATION #3

As you arrive at the police station, you find a deaf person of minimal language skills. He has not been arrested, just found walking the streets. Communication is and becomes exceedingly difficult.

Solution or Action: ______________________________

____

____

SITUATION #4

You are a RID-certified interpreter appointed by the court and the defendent has hired another interpreter. You notice the interpreter is doing a poor job, and struggling to understand the terminology.

Solution or Action: ________

____

____

SITUATION #5

A district attorney, who is familiar with interpreting services, asks you to interpret for him. When you arrive, you find the deaf couple keep insisting that they do not need an interpreter. However, the attorney asks you to stay despite the deaf couple's refusal to have you.

Solution or Action: ________

____

____

SITUATION #6

Being a RID-certified interpreter, you are hired to interpret for the judge and find that your interpreting skills are being challenged by an attorney during the trial.

Solution or Action: ________

____

____

OBJECTIVE A-3: VIEWING LIVE/VIDEOTAPE PERFORMANCES, IDENTIFY THE PROBLEM AND PROPOSE THE ETHICAL SOLUTION.

At this time, you will view live/videotape situations. Identify the problem and suggest a solution.

PERFORMANCE #1

Problem:

PERFORMANCE #2

Problem:

PERFORMANCE #3

Problem:

CLASS ACTIVITY #1: As a class, discuss with others what they decided were proper or ethical solutions and actions. As a group, come to a consensus of opinion and write these solutions under your own answers if yours are different.

Are there other problems that you have observed or can think of in the courtroom and other legal situations and can present to the class for discussion?

Solution:

Solution:

Solution:

OBJECTIVE A-4: IN FIVE ROLEPLAYING SITUATIONS, PERFORM ACCORDING TO THE RID/TSID CODE OF ETHICS.

In the space below, briefly describe the situations, problems, and solutions to keep for future reference.

Positions and Environment

You have already learned the ideal positions for the interpreter(s), client(s), and speaker(s) in the Introductory course. In this section, we will relate that general knowledge to the legal interpreting situation.

OBJECTIVE B-1: GIVEN DESCRIPTIONS OF POSSIBLE ROOM ARRANGEMENTS WHERE YOU MIGHT BE EXPECTED TO INTERPRET, POSITION INTERPRETER(S), AND SUGGEST POSITION(S) FOR CLIENT(S) AND LEGAL PERSONNEL.

On the following pages, you will view several illustrations depicting room arrangements and giving you specific factors to be considered in the placement of the interpreter, client, and legal personnel. Remembering the general guidelines on positioning, and integrating previous units within this module on vocabulary, settings, and ethics, work the following exercises:

Using these symbols, complete the following exercises.

○▭ Legal Personnel

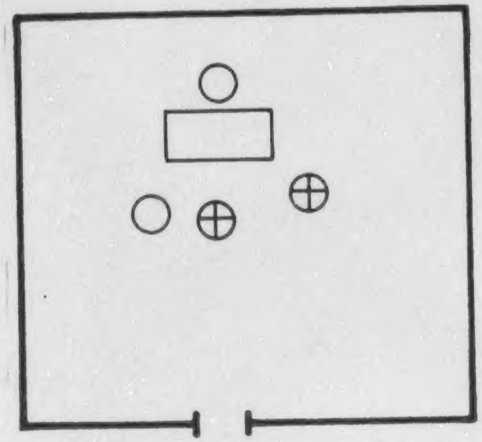
△ Interpreter

⊕ Deaf/Client

○ Hearing/Client

Ideally, the interpreter would be positioned beside and slightly behind the lawyer. It would be appropriate to make an explanation to the lawyer why the proper position is necessary if the deaf client fails to do so.

Given the lawyer's office as drawn, place the interpreter properly.

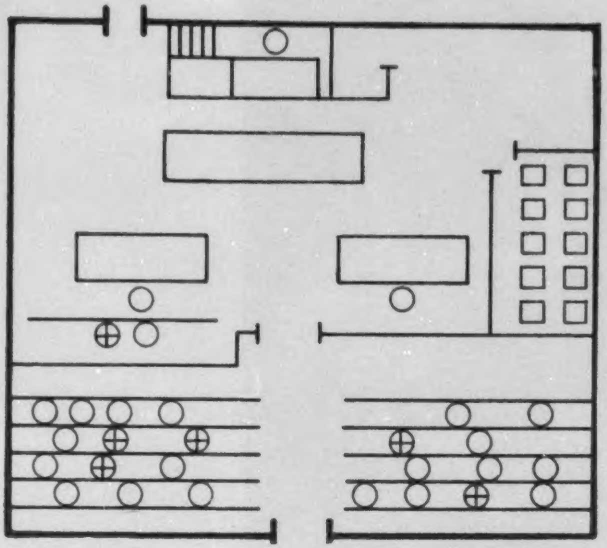


The interpreter will sit/stand? ____________________

What will influence this decision? ________________

____

In the following situation, place the interpreter appropriately.



The interpreter would sit ___ stand ___? Would it be appropriate for the interpreter to discuss the seating arrangements with the deaf person?

Yes _____ No _____

Why or why not?

____

____

With the legal personnel? Yes _____ No _____

Why or why not?

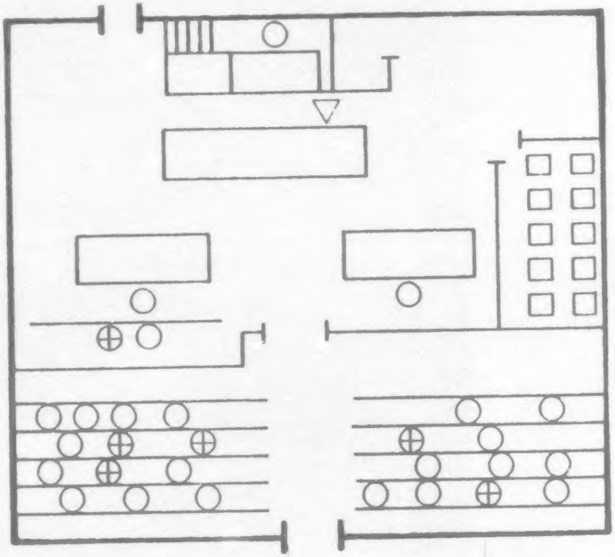
357

____

____

In this general design of a courtroom, the interpreter would stand near the judge's desk along side the witness box. This placement would allow for clear viewing of all the central participants in the proceedings. The interpreter should stand so as to be free to move about during the time.

Below is a correct placement for the interpreter.



The interpreter is the professional who must decide on appropriate placement. To discuss placement with all parties involved could lead to confusion and a variety of desires for placement. If any of your clients are unable to hear and see you at any time, you could easily move from side to side or towards the direction needed.

In this situation and for many legal situations, the interpreter needs to prepare for this issue before the proceedings begin. By introducing yourself to all parties involved and explaining your role, the decision for placement could have been made to everyone's satisfaction. In a courtroom situation the judge is the most important person to contact and talk with. By explaining the importance of placement and the visual contact needed for interpretation, you will insure a flow of communication and understanding.

Suppose the judge specifically requires that you do not stand near the witness box. Is it appropriate for you to discuss this matter with:

	Yes	No
the deaf client?		
the hearing client?		
the lawyer?		
the judge?		

Why or why not? ______________________________

____

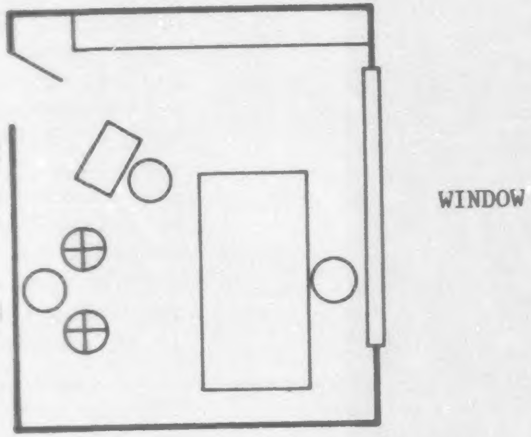
____

What is the appropriate action to take?

____

____

Given the illustration below, a cramped judge's office, draw the interpreter.



Suppose the window is open and bright sunshine is pouring in.

Will this hinder interpreting?

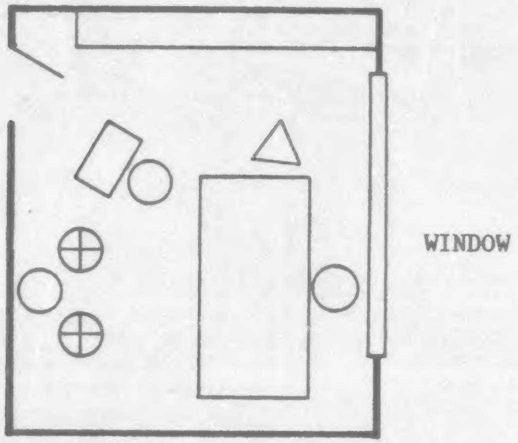
Yes _____ No _____

If so, what would you do? _________________________

____

____

Because the quarters are so cramped and you have two legal personnel, the interpreter's best position would be beside the desk.



It will be very important to think about how to make a suggestion or ask that shades be drawn. Write some sentences showing how you might request that the curtains be closed. Explain why.

____

____

____

Compare the following possibilities with your answer. Consider the phrasing and tone of wording which you chose and those below.

NOT ACCEPTABLE

"This is a terrible room for a deaf person! Doesn't anybody round here know anything about the glare from windows and what that does to a person's eyes?"

ACCEPTABLE

"The glass walls make it difficult for me to be seen in the most effective manner. Would you mind if I closed the drapes so communication would be enhanced?"

NOT ACCEPTABLE

"You'll have to move those chairs. This lighting is terrible."

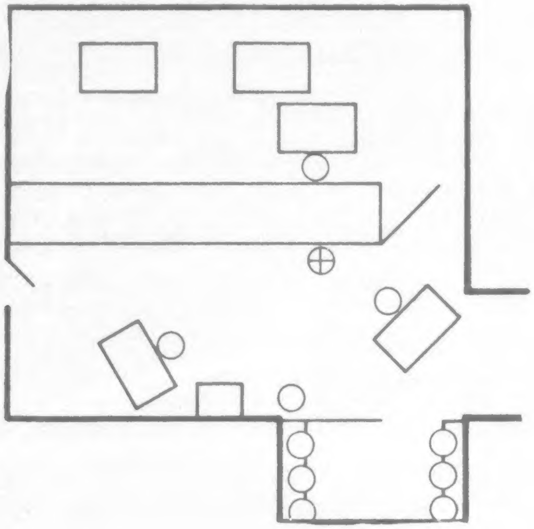
ACCEPTABLE

"Excuse me. The glare of the window behind me will make it difficult for Mr./Ms. _____ to see. Would it be possible to pull the drapes?"

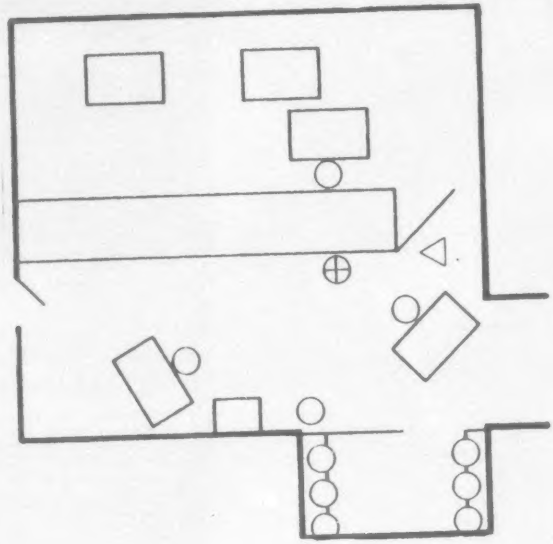
One important thing to remember is that you are the professional! You should know the best positioning for yourself and how to arrange the background and other variables. It is also important to know how to do so professionally, diplomatically, smoothly explaining what you are doing so that you are free to make the necessary arrangements.

This situation may be very tense, it may not. Be sure you let all persons know where you need to stand and why.

You have been called to the city jail for a booking procedure. Draw the interpreter.

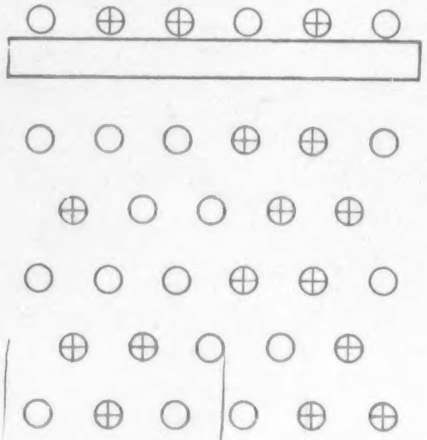


Most appropriate would be to try and place yourself between officers at the end of the counter. More than likely you will not be allowed to go behind the booking desk. But, you must also be flexible and ready to move should problems arise and officers want to move out from behind the counter.

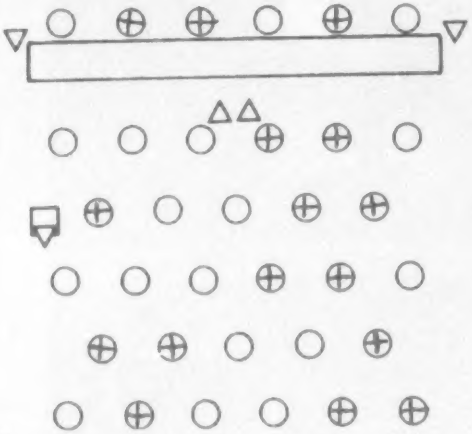


Most of us are a bit overwhelmed by policemen, lawyers, and judges and their authority as given to them by law. But you are a professional and you have a responsibility to channel the messages being sent back and forth. This is an extrememly sensitive area. Many communities now have a heightened awareness of deaf persons and the role of interpreters; however be ready to explain your role and position so that all persons understand.

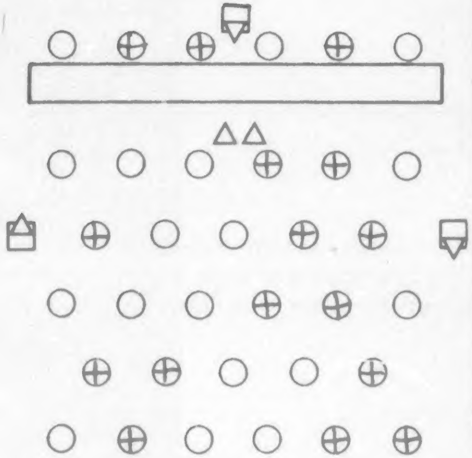
At a state symposium on "The Law and the Deaf," you are responsible for placing interpreters in the drawing below. Draw in all appropriate interpreters.



In this drawing you could have correctly given several answers. Below are some suggestions: in one situation interpreters on either side of the panel, to handle both the sign interpreting of the panel, and to understand questions from the audience. In another situation the interpreter has walked around to be closer to the speaker. If the audience happened to be unusually large, then you might have placed the second interpreter half-way back and elevated so people in the back of the room could see better.



OR



The interpreters in front are for the panel members.

One piece of equipment an interpreter needs to have when attending a large meeting is a hand-carrier riser. It will be appreciated by your audience who will be able to see you more easily.

Anytime you make arrangements for large group interpreting, you should inquire about:

1. how many interpreters will be hired;
2. availability and location of lights (if none, get spotlights for interpreters);
3. availability of risers;
4. description of background and possibility of portable screens;
5. how many microphones and their locations;
6. size and arrangement of room--long tables in U shape? head table at floor level?; and
7. how many persons will attend?

Your best bet for success is to make a trip to the actual location and see for yourself what is there and what is needed.

Each position should have two interpreters assigned to it. The first will interpret 20-30 minutes, then be relieved by the second interpreter who will interpret 20-30 minutes.

OBJECTIVE B-2: MAKE ON-SITE VISITS. IDENTIFY POSITION FACTORS AND GIVE REASONS.

ON-SITE VISIT OBSERVATIONS

1. Place: ____________________
Date: ____________________

Brief description of situation:

____

____

____

Seating/Standing Factors:
a.

Position of Interpreter (sketch):
b. Lights

c. Background

Recommended changes (if any):

2. Place: ____________________
Date: ____________________

Brief description of situation:

____

____

____

Seating/Standing Factor:
a.

Position of Interpreter:
b. Lights

c. Background

Recommended changes (if any):

3. Place: ____________________
Date: ____________________

Brief description of situation:

____

____

____

Seating/Standing Factors:
a.

Position of Interpreter:
b. Lights

c. Background

Recommended changes (if any):

Instructor's Comments:

Unit: General Considerations: Compensation, Dress, and Etiquette

Terminal Goal: Within a legal situation, be able to appropriately arrange for compensation, select appropriate dress, and behave correctly.

Enabling Objectives: During this unit, you will become able to:

A. Compensation

1. Given several hiring situations for legal interpreting, use appropriate resources to determine wage or salary.

2. Given three hiring situations, appropriately ask or determine wage or salary.

B. Dress

1. Given descriptions of working situations, dress appropriately for each situation.

2. During on-site visits, identify appropriate and inappropriate clothing and makeup.

C. Etiquette

1. Given descriptions of working situations, select all inappropriate behaviors and give reasons.

2. After viewing live/videotape performances containing behaviors, determine if the behavior is appropriate or inappropriate and propose correct behavior.

INTRODUCTION

All interpreting situations include general considerations: dress, compensation, and behavior that an interpreter must think about and plan for when preparing for an interpreting assignment. These considerations are generally the same in every situation but sometimes there are variations. Compensation in legal settings is different in each part of the state and different settings require different dress.

OBJECTIVE A-1: USE RESOURCES TO DETERMINE WAGE OR SALARY.

Utilizing the resources for determining pay scales and salaries for interpreters discussed in the Introductory course, determine how much you will be paid and other possible benefits in the following situations.

NOTES

Now let's suppose that a deaf person comes to you and asks if you would be interested in interpreting for him as he files for bankruptcy in court. Your skills are such that you can do this kind of interpreting and you readily accept. Just as you are about to inquire further as to times and payment, the man says, "Don't worry about a thing, the court will contact you in a few days."

How do Texas courts pay interpreters? ____________

____

INDIVIDUAL ACTIVITY #1: Contact two municipal, county, or state courts. Ask for the following information:

Do they hire interpreters? Yes _____ No _____

How are interpreters paid? ____________________________

____

____

Are interpreting jobs free-lance or positions with the court (either part-time or full-time)? ________

____

____

Do they receive benefits? Yes _____ No _____

If so, what are the benefits? ______________________

____

____

In most Texas courts, you probably will work free-lance and are paid in accordance with Texas Commission for the Deaf Recommended Fee Schedule.

You will not, that's right. You are a free-lance interpreter and are issued a vendor number by the state. Taxes, insurance, retirement - nothing is taken out of your check! For tax purposes, you must keep a record of your earnings and report them to the Internal Revenue Service. IRS can help you with information as to how you report your earnings and the self-employment tax status; or you may consult a local Certified Public Accountant or a lawyer.

INDIVIDUAL ACTIVITY #2: Check that fee scale and write in how much money you would earn for two six-hour days.

My certification is: ______________________________

I would earn $__________ an hour, and I work two six-hour days so I will earn $__________ for those days.

Will you earn any benefits? Yes _____ No _____

Most assuredly your friend may set her own wage scale. This is how free enterprise works and if her employer is willing to pay that wage, fine. Judgement is necessary in weighing the information of current fee scales, need of the employer, number of hours to be worked, your own skill and abilities, etc., when making such a decision. Economic conditions will not only vary around the nation but will vary around the state, and from city to city. Your friend probably got her fee scale from the Revised RID Fee Schedule, 1973. Ask the instructor for a copy to put in your notebook.

One day while visiting a friend, who is also an interpreter, you begin talking about wages and earnings. Your friend, who free-lances in legal settings, tells you that she has told her employer she will only work with a two hour minimum at $10.00 an hour.

Can she do that? ______________________________

Why or why not? ______________________________

____

____

How do you think she determined her wage? ________

____

____

OBJECTIVE A-2: APPROPRIATELY ASK OR DETERMINE WAGE OR SALARY.

Below are three hiring situations with questions following each situation. You must determine the best answer and write your answer in the space to the right. When you are finished with all three, go to the instructor for the correct answers.

SITUATION #1

You are hired by the local service provider to interpret the meeting on the prevention of burglary and theft conducted by the captain of the police department. The meeting will begin at 8:00 a.m. and conclude at 2:00 p.m. You will be expected to work through the lunch hour. The service provider tells you that you will be paid according to TCD rates and your certification. You are a CSC holder.

How much will you earn for the interpreting assignment?

SITUATION #2

383

You are in a job interview for a part-time position with the juvenile detention home. The salary was not in the written job description and you would like to inquire about it.

What will you say?

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SITUATION #3

A deaf couple from another town asks you to interpret a private conference with their lawyer regarding the adoption of a deaf baby. The local service provider is unable to pay for your services at this kind of situation but you know the deaf couple pretty well and their desire of adopting the baby.

Suppose this couple can pay you but you know that their ability to pay your whole fee is limited?

How will you arrange for payment for your services?

____

____

____

What will you say? What kind of arrangements might you make?

____

____

____

OBJECTIVE B-1: SELECT APPROPRIATE DRESS FOR VARIOUS SITUATIONS.

As you learned in the introductory units, dressing appropriately is critical to the professional "presence" of an interpreter. We will go back and select various situations from the section on compensation and you will describe the appropriate dress for the assignment.

Preferably casual dresses, or skirts with warm solid shirt, blouse, or smock with comfortable shoes.

You are to interpret at a civil court involving several deaf people. You will be interpreting in the courtroom for deaf people from every walk of life.

How will you dress for this assignment?

____

____

You have accepted the interpreting job for the charity ball donated by the policeman.

How will you dress?

____

____

Ladies would look good in dark-colored, solid evening dresses about cocktail length and men would don suits or jackets with vests. Ladies should use judgement in using makeup and jewelry, perhaps a simple necklace and a ring.

Women would probably look best in a neat outfit which can be a warm, solid dress or pantsuit. Men would look best in casual slacks with shirts, maybe a tie or vest. You have to hit the happy medium of not too formal or not too informal.

Now you have had a collection of slacks, shirts, blouses, dresses, and suits of warm, dark clothes but that could be pretty tiresome and expensive to have the same kind of clothes. Can you think of some ways such as not spending a fortune on clothes but yet being dressed appropriately?

You are hired out as an interpreter by the local service provider to interpret for a meeting of a deaf lawyer and several hearing lawyers in the city hall from 9:00 a.m. to 4:00 p.m.

What will you wear? ______________________________

____

Ways to make your wardrobe less expensive but always appropriate:

1.

2.

You probably thought of some clothes combinations that you could use with all kinds of situations and always be dressed well. One of the best ways to cut the expense of clothes is to buy an interpreting smock or jacket. These can usually be purchased through a uniform store and look good for casual or formal occassions. It can be carried with you always and is easy to wash and take care of. Many interpreters buy these smocks or jackets for the convenience and the consistency of appearence.

OBJECTIVE B-2: DURING ON-SITE VISITS, IDENTIFY APPROPRIATE AND INAPPROPRIATE CLOTHING AND MAKE-UP.

INDIVIDUAL ACTIVITY #1: Within this unit are forms for on-site visits which your instructor will assign you. Visit these places and observe working interpreters and fill out the On-Site Observation Form.

ON-SITE OBSERVATION FORM

1. Place:

Date:

Situation:

Dress: Appropriate ___ Inappropriate ___

Reasons: ______________________________

____

____

2. Place:

Date:

Situation:

Dress: Appropriate ___ Inappropriate ___

Reasons: ______________________________

____

____

3. Place:

Date:

Situation:

Dress: Appropriate ___ Inappropriate ___

Reasons: ______________________________

____

____

4. Place:

Date:

Situation:

Dress: Appropriate ___ Inappropriate ___

Reasons: ______________________________

____

____

OBJECTIVE C-1: SELECT INAPPROPRIATE BEHAVIORS AND GIVE REASONS.

As a professional working with deaf people, you should exhibit certain behaviors that are not necessarily outlined in the Code of Ethics. They have already been discussed in the Introduction course but now you will consider specific behaviors in the legal situation. In the column to the right are descriptions of working situations and some behaviors exhibited by interpreters. Decide if the behavior is appropraite or inappropriate and give reasons.

Very inappropriate. Even though it is a break time and the interpreter is also on break, it is rude to stand around talking with the hearing people in the presence of the deaf couple without signing at all times. The interpreter does not have to interpret the conversation unless the deaf person requests it but as a matter of etiquette should sign for himself at all times. The interpreter should also consider this time as relief and use it to relax and take care of personal matters.

During a break from an extended trial, the interpreter is approached by several people and begins chatting with them without using signs. The deaf couple, also on break, watch the interpreter and the others chatting.

Appropriate _____ Inappropriate _____

Why? ____

____

____

Appropriate. This situation is very tense and to have you chasing around the room after one detective or the other adds to the distraction and tension. It is better to remain in one position and indicate at all times which detective is speaking.

You are hired to interpret in an interrogation room with two detectives and a deaf person. The detectives are pacing all over the room, shouting questions at the deaf suspect. You decide to stay in one main position, where the detectives began the questionning, and usually return to that position.

Appropriate _____ Inappropriate _____

Why? ____

____

____

You and a deaf suspect are left alone in the interrogation room and the person begins to tell you what happened. You listen and then urge the person to say the same things to the detective(s).

Appropriate _____ Inappropriate _____

Why? ____

____

____

Inappropriate. This person is involved in a legal situation that could have any number of ramifications. You must discourage the person from sharing anything with you; nor may you advise him on any aspect of the situation. One suggestion might be to ask to leave the room also and/or suggest the presence of another person, such as an advocate, to both parties.

OBJECTIVE C-2: DETERMINE BEHAVIOR. PROPOSE CORRECT BEHAVIOR.

LIVE/VIDEOTAPE PERFORMANCE OBSERVATIONS

Performance #1

Appropriate _____ Inappropriate _____

Correct behavior proposed (if necessary):

____

____

____

Performance #2

Appropriate _____ Inappropriate _____

Correct behavior proposed (if necessary):

____

____

____

Performance #3

Appropriate _____ Inappropriate _____

Correct behavior proposed (if necessary):

____

____

____

Performance #4

Appropriate _____ Inappropriate _____

Correct behavior proposed (if necessary):

____

____

____

APPENDIX J

ASL LINGUISTICS FOR INTERPRETERS

developed and written by

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ASL LINGUISTICS FOR INTERPRETERS

I. Description

A course to examine the structural and grammatical principles of American Sign Language and expand skill in comprehension and expression of ASL. Study of the culture and values of the Deaf Community will begin and information about language will be presented with emphasis on comparison of ASL and English. The content of this course will assist in the process of text analysis which will result in quality interpretation of ASL and English.

II. Rationale

The state-of-the-art of interpreting today indicates that interpreter trainees are entering programs ill-prepared for the tasks awaiting them. This course, as designed, is meant to be an interim effort to allow students to achieve the necessary minimum level of skill and knowledge to begin training, which thus far has not been available via traditional approaches to Sign Language instruction. Modifications of this course are anticipated; in the future, entering students will possess better skills in and knowledge of ASL as a result of improved methods, materials, and teacher preparation.

III. Preparation of Students

The content of this course is to be presented in American Sign Language by the instructor. It is therefore necessary for entering students to be able to process enough ASL to learn course material. To ensure student readiness, a minimum receptive skill level must be identified and established as a prerequisite. Screening is encouraged to identify students who have the necessary skills. Remedial preparation (class or tutoring) may be necessary for students who fall below the appropriate skill level.

IV. For the Instructor

Our field is beginning to recognize the need for interpreters to be educated and informed about a variety of topics, especially in the areas of language, culture, and humanities.

Although this course attempts to draw information and ideas from a variety of disciplines (Linguistics, Sociology, Anthropology, and Communication) to fill in gaps and broaden perspectives of people wishing to pursue a career in interpreting, it is not meant to be a substitute for more in-depth study.

It is imperative that the teacher(s) of this course are able to model American Sign Language. Students' development and potential should not be constrained by the limits of the instructor's skills. Native or native-like skill, ability to vary level (formal or informal), familiarity with regional differences and other kinds of variation, and ability to control "code-switching" are necessary. Guest lecturers or demonstrations by persons other than the instructor would be most beneficial.

IV. For the Instructor (continued)

The instructor(s) must be familiar with (and relate to) the Deaf Community and its culture, values, and issues. Students need exposure to a variety of attitudes and points of view to serve as communication mediators between culturally-different people.

Teachers should have training in General Linguistics, Sociology, and/or Anthropology, as well as knowledge about the structure of ASL and current research pertaining to Sign Language. In addition, instructors should possess sufficient skill in English to utilize resource material and meet students' needs.

This course is specific to interpreting students and many activities delineated within this curriculum relate material to interpreters as well as the field of interpreting. The instructor, therefore, must be thoroughly familiar with issues and perspectives in the field, and comfortable with analysis/discussion/speculation regarding the impact and implications of this course material on interpreters/ interpreting.

V. Teacher Preparation

This curriculum assumes that the instructor is thoroughly familiar with the required student texts and can use the transcription system comfortably.

For addiitonal assistance with skill development, the instructor would benefit from reading Chapters II-VIII in Cokely/Baker's American Sign Language: A Teacher's Resource Text on Curriculum, Methods, and Evaluation in addition to the required text.

In preparation for Student Learning Activities involving collection and elicitation of ASL samples from "consultants," the instructor should facilitate class discussion(s) (including role play) to explore and clarify these issues:

1. Identification of skilled ASL role models.
2. Respect for and acceptance of variation, code switching and errors - keeping "value judgement" out.
3. Strategies for collecting and eliciting which do not violate Deaf cultural values and norms.
4. Development of appropriate behaviors for collection and elicitation of language samples.
    a. Pros and cons of using English in collection, elicitation, and consultation.
    b. Pros and cons of "on-site" transcription.
    c. Avoidance of "jargon."

V. Teacher Preparation (continued)

NOTE: Although this course does not deal with the area of ASL sematics as a separate unit, the author does encourage inclusion of information about meaning and usage throughout.

Published research on ASL semantics is sparse; thus, resources for the instructor are currently limited to native intuitions which should be utilized (with appropriate reservation) whenever possible. Semantic information presented within this consultant/informant framework should be "verified" by at least several native users of ASL. When researched information becomes available, its incorporation into this course is recommended.

AMERICAN SIGN LANGUAGE FOR INTERPRETERS

UNIT A: ASL AS A LANGUAGE

I. What is a language? What is ASL?

a. Teacher Resources

1. Fromkin, Victoria and Robert Rodman. An Introduction to Language. 2nd ed. New York, New York: Holt, Rinehart and Winston, 1978. pp. 1-15, 16-38, 39-52.

2. Cokely, Dennis and Charlotte Baker. American Sign Language: A Teacher's Resource Text on Curriculum, Methods, and Evaluation. Silver Spring, Maryland: T. J. Publishers, 1980. pp. 1-21.

3. Fromkin, Victoria. "Sign Language and Language Universals". Proceedings of the First National Symposium on Sign Language Research and Teaching, 1978. pp. 3-12.

b. Required Readings (Student)

1. Trybus, Raymond. "Sign Language, Power, and Mental Health". Sign Language and the Deaf Community. Charlotte Baker and Robbin Battison, eds. Silver Spring, Maryland: National Association of the Deaf, 1980. pp. 201-217.

2. Baker, Charlotte and Dennis Cokely. American Sign Language: A Teacher's Resource Text on Grammar and Culture. Silver Spring, Maryland: T. J. Publishers, 1980. pp. 31-45, 47-53.

c. Student Performance Objectives

The student will be able to:

1. answer a teacher-made test using true-false, fill-in, multiple-choice questions with 80% accuracy.

2. define the terms: symbol, iconic, arbitrary, linguistic competence, linguistic performance.

3. discuss in class the features which all languages share.

4. arrange in order of relative iconicity/arbitrariness ASL signs presented with 75% accuracy.

d. Student Learning Activities

The student will be required to:

1. read required readings and be able to respond to questions in class during discussion periods,

2. seek information about other languages (foreign) and present a summary of how these languages meet criteria for language,

3. prepare (out-of-class) a continuum placing ten signs which represent samples of "transparent," "translucent," and more arbitrary symbols of ASL, and

4. write a "thought paper" on the implications of the nature of languages on interpreters and the field of interpreting.

e. Evaluation

Samples of written test question appear in the Appendix.

II. The history and development of ASL; how ASL is changing.

a. Teacher Resources

*1. Lane, Harlan. The Wild Boy of Aveyron. Cambridge, Massaachusetts: The Harvard University Press, 1976.

*2. Groce, Nina. "Everyone Spoke Sign Language Here". Natural History. Vol. 89, No. 6, pp. 10-16.

*3. Lane, Harlan. "Psycho-History of ASL". Proceedings of the First National Symposium on Sign Language Research and Teaching, 1977. pp. 105-113.

*4. Lane, Harlan and Gil Eastman. "My Name is L. Clerc". Proceedings of the Second National Symposium on Sign Language Research and Teaching, 1978. pp. 327-334.

5. Stokoe, William C., Jr. "Study and Use of ASL". Sign and Culture. William C. Stokoe, Jr. ed. Silver Spring, Maryland: Linstok Press, 1980. pp. 10-52.

6. Woodward, J. "Signs of Change: Historical Variation in American Sign Language". Sign Language Studies, 1976, 10, pp. 81-94.

7. Woodward, J. "Historical Bases of American Sign Language". Understanding Sign Language Through Sign Language Research. Pat Siple, ed. New York, New York: Academic Press, 1978. pp. 333-348.

8. Woodward, J., and C. Erting. "Synchronic Variation and Historical Change in American Sign Language". Language Science, 1975, 37. pp. 9-12.

*Also recommended for student reading.

b. Required Readings

1. Cokely, Dennis. "Sign Language: Teaching, Interpreting and Educational Policy". Sign Language and the Deaf Community. Charlotte Baker and Robbin Battison, eds. Silver Spring, Maryland: National Association of the Deaf, 1980. pp. 137-158.

2. Erting, Carol. "Sign Language and Communication Between Adults and Children". Sign Language and the Deaf Community. Charlotte Baker and Robbin Battison, eds. Silver Spring, Maryland: National Association of the Deaf, 1980. pp. 159-176.

3. Stevens, R. "Education in Schools for Deaf Children". Sign Language and the Deaf Community. Charlotte Baker and Robbin Battison, eds. Silver Spring, Maryland: National Associaton of the Deaf, 1980. pp. 177-191.

4. Fant, Lou. "Drama and Poetry in Sign Language: A Personal Reminiscence". Sign Language and the Deaf Community. Charlotte Baker and Robbin Battison, eds. Silver Spring, Maryland: National Associaton of the Deaf, 1980. pp. 193-200.

5. Eastman, Gil. "From Student to Professional: A Personal Chronicle". Sign Language and the Deaf Community. Charlotte Baker and Robbin Battison, eds. Silver Spring, Maryland: National Association of the Deaf, 1980. pp. 9-32.

6. Baker, Charlotte and Dennis Cokely. "Sign Language - 20th Century Chronology". Sign Language and the Deaf Community. Charlotte Baker and Dennis Cokely, eds. Silver Spring, Maryland: National Association of the Deaf, 1980. pp. XV-XX.

c. Student Performance Objectives

The student will be able to:

1. answer a teacher-made test using true-false, fill-in, multiple-choice questions with 80% accuracy,

2. define the terms: borrowing, conversational change, centralization, fluidity (reduction), and symmetry as they relate to historical change, and

3. identify the type of change occurring between two signs presented by the instructor with 90% accuracy.

d. Student Learning Activities

The student will be required to:

1. read required readings and be able to respond to questions in class during discussion periods,

2. seek information about the ways in which English is changing and present it during class discussion periods,

3. collect additional examples of ASL change from Deaf "Consultants" and demonstrate same in class, and

4. write a "thought paper" speculating on future developments of ASL given the framework of past development.

e. Evaluation

Samples of written test questions appear in the Appendix.

AMERICAN SIGN LANGUAGE FOR INTERPRETERS

UNIT B: THE DEAF COMMUNITY AND CULTURE

I. Language variation in the Deaf Community.

a. Teacher Resources

1. Fromkin, Victoria and Robert Rodman. An Introduction to Language. 2nd. ed. New York, New York: Holt, Rinehart and Winston, 1978. pp. 257-286, 287-328, 329-355.

2. Reilly, Judy and Marina McIntire. "ASL and PSE: What's the Difference?". Proceedings of the Second National Symposium on Sign Language Research and Teaching. 1978. pp. 85-113.

*3. Berke, Larry J. "Attitudes of Deaf High School Students Towards American Sign Language". Proceedings of the Second National Symposium on Sign Language Research and Teaching. 1978. pp. 173-182.

4. Woodward, James and Harry Markowicz. "Pidgin Sign Languages". Sign & Culture. William C. Stokoe, ed. Silver Spring, Maryland: Linstok Press, 1980. pp. 55-79.

5. Ferguson, C. A. "Diglossia". Word, Vol. 15, 1959. pp. 325-340.

*Also recommended for student reading.

b. Required Readings (Student)

1. Woodward, James. "Sociolinguistic Research on American Sign Language: An Historical Perspective". Sign Language and the Deaf Community. Charlotte Baker and Robbin Battison, eds. Silver Spring, Maryland: National Association of the Deaf, 1980. pp. 117-134.

2. Baker, Charlotte and Dennis Cokely. American Sign Language: A Teacher's Resource Text on Grammar and Culture. Silver Spring, Maryland: T. J. Publishers, 1980. pp. 59-60, 63-78.

c. Student Performance Objectives

The student will be able to:

1. answer a teacher-made test using true-false, fill-in, multiple-choice questions with 80% accuracy,

2. define the terms: Pidgin Sign English (PSE), Manually Coded English (MCE), diglossia, S.E.E. I, S.E.E. II, Signed English, bilingual continuum, "code switching,"

3. identify approximate location on the continuum (MCE, PSE, ASL) ten sentences demonstrated by the instructor, and

4. discuss the implication of the language continuum for interpreters.

d. Student Learning Activities

The student will be required to:

1. read required readings and be able to respond to questions in class during discussion periods,

2. prepare (out-of-class) five separate ideas, each one expressed in ASL, PSE, and MCE and demonstrate same in class,

3. seek information about other minority groups using a language different from the majority (hispanic people, black people, etc.) and prepare a class presentation comparing/contrasting these groups with the Deaf community, and

4. write a "thought paper" on the implication of the bilingual diglossic continuum for interpreters.

e. Evaluation

Samples of written test questions appear in the Appendix.

II. Membership in the Deaf Community.

a. Teacher Resources

1. Stokoe, William C., H. Russell Bernard, Carol Padden. "An Elite Group in Deaf Society". Sign & Culture. William C. Stokoe, ed. Silver Spring, Maryland: Linstok Press, 1980. pp. 295-317.

*2. Markowicz, Harry. "Some Sociolinguistic Considerations of ASL". Sign & Culture. William C. Stokoe, ed. Silver Spring, Maryland: Linstok Press, 1980. pp. 267-294.

*Also recommended for student reading.

b. Required Readings (Student)

1. Padden, Carol. "The Deaf Community and the Culture of Deaf People". Sign Language and the Deaf Community. Charlotte Baker and Robbin Battison, eds. Silver Spring, Maryland: NAD, 1980. pp. 89-103.

2. Kannapell, Barbara. "Personal Awareness and Advocacy in the Deaf Community". Sign Language and the Deaf Community. Charlotte Baker and Robbin Battison. eds. Silver Spring, Maryland: NAD, 1980. pp. 105-116.

3. Baker, Charlotte and Dennis Cokely. American Sign Language: A Teacher's Resource Text on Grammar and Culture. Silver Spring, Maryland: T. J. Publishers, 1980. pp. 54-58.

c. Student Performance Objectives

The student will be able to:

1. answer a teacher-made test using true-false, fill-in, multiple-choice questions with 80% accuracy,

2. define the terms: clinical-pathological view of deafness, cultural-linguistic view of deafness, inner-core Deaf, culture, community, native ASL users, and iological deafness, and attitudinal deafness, and

3. discuss in class the implications of differing perspectives on deafness for interpreters, deaf people, and hearing people.

d. Student Learning Activities

The student will be required to:

1. read required readings and be able to respond to questions in class during discussion periods,

2. write a "thought paper" on the interpreter's appropriate proximity to the Deaf Community, and

3. seek information about other minority groups' strategies for preserving their identify and criteria for membership and present same in class.

e. Evaluation

Samples of written test questions appear in Appendix.

AMERICAN SIGN LANGUAGE FOR INTERPRETERS

UNIT C: THE BUILDING BLOCKS OF ASL

I. Phonology.

a. Teacher Resources

1. Fromkin, Victoria and Robert Rodman. An Introduction to Language. 2nd. ed. New York, New York: Holt, Rinehart and Winston, 1978. pp. 101-137. "Phonology."
2. Stokoe, William C., Jr. Sign and Culture. Silver Spring, Maryland: Linstok Press, 1980. pp. 319-333 (Siple) & pp. 186-205 (McIntire).
3. Battison, Robbin. "Phonological Deletion in American Sign Language". Sign Language Studies. Vol. 5, 1974. pp. 1-19.
4. __________. Lexical Borrowing in American Sign Language. Silver Spring, Maryland: Linstok Press, 1978.
5. Friedman, L. "Formational Properties of American Sign Language". On the Other Hand. L. Friedman. ed. pp. 13-56. 1975.
6. Klima, E. and Ursula Bellugi. The Signs of Language. Cambridge, Massachusetts: Harvard University Press, 1979.
7. Mandel, M. "Natural Constraints in Sign Language Phonology: Data From Anatomy". Sign Language Studies. Vol. 23, 1979. pp. 99-136.
8. Siple, P. ed. Understanding Language Through Sign Language Research. New York, New York: Academic Press, 1978.
9. __________. "Visual Constraints for Sign Language Communication". Sign Language Studies. Vol. 19, 1978. pp. 95-110.
10. Woodward, J. "Some Characteristics of Pidgin Sign English". Sign Language Studies. Vol. 3, 1973. pp. 39-46.
11. Stokoe, W., D. Casterline and D. Croneberg. A Dictionary of American Sign Language on Linguistic Principles. Washington, D.C.: Gallaudet College Press, 1965. (Revised edition, Silver Spring, Maryland: Linstok Press, 1976.)

b. Required Readings (Student)

1. Battison, Robbin. "Phonological Deletion in American Sign Language". Sign Language Studies. Vol. 5, 1974. pp. 1-19.

2. __________. Lexical Borrowing in American Sign Language. Silver Spring, Maryland: Linstock Press, 1978.

c. Student Performance Objectives

The student will be able to:

1. answer a teacher-made test using true-false, fill-in, multiple-choice questions with 80% accuracy,

2. define the terms: paramenter, prime, marked/unmarked, minimal pair,

3. identify minimal pairs and non-minimal pairs from a set presented by the instructor with 85% accuracy, and

4. discuss in class the phonological conditions of symmetry, dominance, the visual/gestural "efficiency" of ASL and demonstrate examples of signs which support/violate these conditions.

d. Student Learning Activities

The student will be required to:

1. read required readings and be able to respond to question in class during discussion periods,

2. collect and demonstrate in class three minimal pairs which differ in each of the four parameters,

3. collect and demonstrate in class eight ASL signs which differ in the parameter of location and arrange according to markedness,

4. collect and demonstrate in class five existing signs which violate phonological conditions of ASL, and

5. write a "thought paper" on the ways in which interpreters can apply information pertaining to ASL phonology.

e. Evaluation

Samples of written test questions appear in the Appendix.

The instructor will design tests which measure the students' ability to receptively identify and discriminate phonological features presented in class. Examples of test items and format appear in Appendix.

AMERICAN SIGN LANGUAGE FOR INTERPRETERS

UNIT D: AMERICAN SIGN LANGUAGE SENTENCE TYPES

I. a. Teacher Resources

1. Fromkin, Victoria and Robert Rodman. An Introduction to Language. 2nd ed. New York, New York: Holt, Rinehart and Winston, 1978. pp. 195-241.

2. Coulter, Geoffrey R. "Raised Eyebrows and Wrinkled Noses: The Grammatical Function of Facial Expression in Relative Clauses and Related Constructions". Proceedings of the Second National Symposium on Sign Language Research and Teaching. 1978. pp. 65-74.

3. Liddell, Scott K. "Non-Manual Signals in American Sign Language: A Many-Layered System". Proceedings of the First National Symposium on Sign Language Research and Teaching. 1977. pp. 193-228.

4. Baker, Charlotte & Carol Padden. "Focusing on the Non-Manual Components of American Sign Language". Understanding Language Through Sign Language Research. P. Siple. ed. New York, New York: Academic Press, 1978. pp. 27-57.

5. Ingram, Robert. "Theme, Rheme, Topic, and Comment in the Syntax of American Sign Language". Sign Language Studies. Vol. 20, 1978. pp. 193-213.

b. Required Readings (Student)

1. Baker, Charlotte. "Sentences in American Sign Language". Sign Language and the Deaf Community. Charlotte Baker & Robbin Battison. eds. Silver Spring, Maryland: National Association of the Deaf, 1980. pp. 75-86.

2. Baker, Charlotte & Dennis Cokely. American Sign Language: A Teacher's Resource Text on Grammar and Culture. Silver Spring, Maryland: T. J. Publishers, 1980. pp. 121-164 (Sentence Types) & pp. 271-272 (Sign Order and Topicalization.)

3. __________. pp. 1-29 (Transcription Symbols.)

c. Student Performance Objectives

The student will be able to:

1. transcribe signs and sentences presented by the instructor in class using the transcription system in the text with 80% accuracy,

2. identify and discriminate the following sentence types with 85% accuracy: statements, yes/no questions, "wh"

questions, rhetorical questions, commands, negated and asserted statements, topic/comment and conditional sentences, and sentences containing relative clauses, and

3. demonstrate the ten (10) sentence types listed above in isolation and possible combinations with 85% accuracy.

d. Student Learning Activities

The student will be required to:

1. submit written examples of the ten (10) sentence types listed in Student Performance Objectives #2 for English. Prepare written English examples of sentence types which do not occur in ASL (e.g. "tag" questions, then/if statements),

2. collect and/or create three (3) examples of each sentence type presented in class and transcribe following the system outlined in the text,

3. demonstrate each transcribed sentence, Student Learning Activity #1, in class,

4. provide peer feedback to students who do not accurately demonstrate given sentence types, and

5. form "signer" and "transcriber" dyads. One student will assume the role of "signer" and produce five different sentence types while the "transcriber" records the sentences. The dyad will then examine the transcription or signed sentence for accuracy. Then the students will "reverse" roles and repeat the activity.

e. Evaluation

The instructor will design tests which measure the students' ability to correctly identify, label, and produce the sentence types presented in this unit.

Examples of possible test items and format appear in the Appendix.

AMERICAN SIGN LANGUAGE FOR INTERPRETERS

UNIT E: SIGNS AND SIGNALS

Suggested Teacher Preparation Materials:

Fromkin, Victoria & Robert Rodman. An Introduction to Language. 2nd ed. New York, New York: Holt, Rinehart, and Winston, 1978.

Bolinger, D. Aspects of Language. 2nd ed. New York, New York: Harcourt, Brace, Jovanovich, Inc., 1975.

I. Related Nouns and Verbs

a. Teacher Resources

1. Supalla, T. & Newport, E. L. "How Many Seats in a Chair? The Derivation of Nouns and Verbs in American Sign Language". Understanding Language Through Sign Language Research. P. Siple. ed. New York, New York: Academic Press, 1978.

b. Required Readings (Student)

1. Baker, Charlotte and Dennis Cokely. American Sign Language: A Teacher's Resource Text on Grammar and Culture. Silver Spring, Maryland: T. J. Publishers, 1980. pp. 103-109.

c. Student Performance Objectives

The student will be able to:

1. identify and discriminate related nouns and verbs with 85% accuracy,
2. demonstrate ten (10) noun/verb pairs, (in contextual sentences) using signs other than those pairs presented by the instructor in class with 90% accuracy, and
3. demonstrate five (5) nouns and five (5) verbs, (in contextual sentences) which do not have related verbs/nouns with 90% accuracy.

d. Student Learning Activities

The student will be required to:

1. collect, elicit, or create ASL sentences using ten (10) noun/verb pairs, transcribe, and demonstrate in class,
2. collect, elicit, or create sentences which contain nouns, five (5) and verbs, five (5) which do not have formationally related verbs and nouns,
3. provide peer feedback to students who do not accurately demonstrate nouns and verbs, and

4. discuss in class the application of the information in this unit to interpreters.

e. Evaluation

The instructor will design tests which measure the students' ability to differentiate, label, and produce related nouns and verbs presented in this unit.

Examples of possible test items and format appear in the Appendix.

II. Compounds and Contractions

a. Teacher Resources

1. Bellugi, Ursula and Don Newkirk. "Formal Devices for Creating New Signs in ASL". Proceedings of the First National Symposium on Sign Language Research and Teaching. 1977. pp. 39-80.

2. Klima, Edward S. & Ursula Bellugi. The Signs of Language. Cambridge, Massachusetts: Harvard University Press, 1976. pp. 198-242.

b. Required Readings (Student)

1. Bellugi, Ursula. "How Signs Express Complex Meanings". Sign Language and the Deaf Community. Charlotte Baker and Robbin Battison. eds. Silver Spring, Maryland: National Association of the Deaf, 1980. pp. 53-74.

2. Baker, Charlotte and Dennis Cokely. American Sign Language: A Teacher's Resource Text on Grammar and Culture. Silver Spring, Maryland: T. J. Publishers, 1980. pp. 110-114.

c. Student Performance Objectives

The student will be able to:

1. discriminate between pairs of signs, (in contextual sentences) which appear in sequence vs. pairs which are used as compound signs in ASL with 85% accuracy,

2. discriminate between pairs of signs, (in contextual sentences) which appear in sequence vs. pairs which are used as contractions in ASL with 85% accuracy,

3. demonstrate five (5) compounds in context with 80% accuracy, and

4. demonstrate five (5) contractions in context with 80% accuracy.

d. Student Learning Activities

The student will be required to:

1. submit written sentences using ten (10) English compounds and ten (10) English contractions,

2. collect, elicit, or create ASL sentences using five (5) compounds, transcribe, and demonstrate in class,

3. collect, elicit, or create ASL sentences using five (5) contractions, transcribe, and demonstrate in class,

4. provide peer feedback to students who do not accurately demonstrate compounds and contractions, and

5. discuss in class the application of the information in this unit to interpreters.

e. Evaluation

The instructor will design tests which measure the students' ability to differentiate, label, and produce compounds and contractions presented in this unit.

Examples of possible test items and format appear in the Appendix.

III. Fingerspelled Loan Signs

a. Teacher Resources

*1. Battison, Robbin. Lexical Borrowing in American Sign Language. Silver Spring, Maryland: Linstok Press, 1978.

*Also recommended for student reading.

b. Required Reading (Student)

1. Baker, Charlotte and Dennis Cokely. American Sign Language: A Teacher's Resource Text on Grammar and Culture. Silver Spring, Maryland: T. J. Publishers, 1980. pp. 114-118.

c. Student Performance Objectives

The student will be able to:

1. discriminate between pairs of fingerspelled loan signs and fingerspelled words presented in sentences by the instructor with 90% accuracy (eg. #CAR vs. C-A-R, #JOB vs. J-O-B), and

2. demonstrate five (5) fingerspelled loan signs in context with 80% accuracy.

d. Student Learning Activities

The student will be required to:

1. collect, elicit, or create ASL sentences using ten (10) fingerspelled loan signs, transcribe, and demonstrate in class,

2. discuss in class the features which differentiate loan signs from fingerspelled words using sentences from text or teacher presentation,

3. provide peer feedback to students who do not accurately demonstrate fingerspelled loan signs, and

4. discuss in class the application of the information in this unit to interpreters.

e. Evaluation

The instructor will design tests which measure the students' ability to differentiate, label, and produce fingerspelled loan signs presented in this unit.

Examples of possible test items and format appear in the Appendix.

IV. Time and Temporal Aspect

a. Teacher Resources

1. Cogen, Cathy. "On Three Aspects of Time Expression in American Sign Language". On the Other Hand. Lynn A. Friedman. ed. New York, New York: Academic Press, 1977. pp. 197-214.

2. Friedman, Lynn A. "Space, Time, and Person Reference in the American Sign Language". Language 51. 1975. pp. 940-961.

3. Klima, Edward S. and Ursula Bellugi. The Signs of Language. Cambridge, Massachusetts: Harvard University Press, 1979. pp. 243-271.

b. Required Reading (Student)

1. Baker, Charlotte and Dennis Cokely. American Sign Language: A Teacher's Resource Text on Grammar and Culture. Silver Spring, Maryland: T. J. Publishers, 1980. pp. 175-194.

VI. Verbs

a. Teacher Resources

1. Pedersen, Carlene Canady. "Verb Modulations in American Sign Language". Proceedings of the First National Symposium on Sign Language Research and Teaching. 1977. pp. 229-237.

2. Edge, Vicki Lee and Leora Herrmann. "Verbs and the Determination of Subject in American Sign Language". On the Other Hand. Lynn A. Friedman. ed. New York, New York: Academic Press, 1977. pp. 137-179.

3. Fischer, S. & B. Gough. "Verbs in American Sign Language". Sign Language Studies 18. 1978. pp. 17-48.

b. Required Readings (Student)

1. Baker, Charlotte and Dennis Cokely. American Sign Language: A Teacher's Resource Text on Grammar and Culture. Silver Spring, Maryland: T. J. Publishers, 1980. pp. 247-271.

c. Student Performance Objectives

The student will be able to:

1. identify and discriminate between directional and non-directional verbs, reciprocal and non-reciprocal verbs, and verbs indicating location/movement between locations and verbs which do not give locative information with 85% accuracy,

2. identify and discriminate between non-manual adverbs: "mm", "th", and "tight lips" with 85% accuracy,

3. demonstrate three (3) different directional, reciprocal, and "locative" verbs in contextual sentences with 85% accuracy, and

4. demonstrate non-manual adverbs "mm", "th", "tight lips" with three different verbs in contextual sentences with 85% accuracy.

d. Student Learning Activities

The student will be required to:

1. collect, elicit, or create ASL sentences using five (5) each directional, non-directional, reciprocal, and "locative" verbs, transcribe, and demonstrate in class,

2. form "signer" and "modifier" dyads. The "signer" demonstrates a sentence using a directional verb; the "modifier" then produces the sentence with a different subject and object. Roles are then reversed and the activity repeated. New dyads are then formed and the activity is repeated for reciprocal verbs, and "locative" verbs,

3. provide peer feedback to students who do not accurately demonstrate the verb types covered in this unit, and

4. discuss in class the application of the information in this unit to interpreters.

e. Evaluation

The instructor will design tests which measure the students' ability to differentiate, label, and produce the verb types covered in this unit.

Examples of possible test items and format appear in the Appendix.

VII. Classifiers

a. Teacher Resources

1. Supalla, Ted. "Morphology of Verbs of Motion and Location in American Sign Language". Proceedings of the Second National Symposium on Sign Language Research and Teaching. 1978. pp. 27-45.

2. Bellugi, Ursula and Don Newkirk. "Formal Devices for Creating New Signs in ASL". Proceedings of the First National Symposium on Sign Language Research and Teaching. 1977. pp. 39-80.

3. Allan, K. "Classifiers". Language 53. 1977. pp. 285-311.

b. Required Readings (Student)

1. Baker, Charlotte and Dennis Cokely. American Sign Language: A Teacher's Resource Text on Grammar and Culture. Silver Spring, Maryland: T. J. Publishers, 1980. pp. 287-322.

c. Student Performance Objectives

The student will be able to:

1. identify the function of classifiers used in context by the presentor with 85% accuracy,

2. identify and demonstrate singular and plural classifiers in context with 85% accuracy,

3. identify descriptive classifiers used in context with 85% accuracy,

4. indicate the appropriate noun classifier for nouns presented by the instructor with 85% accuracy, and

5. identify and demonstrate non-manual adjectives "puff-cheeks", "intense", "pursed lips", and "cha", with 85% accuracy.

d. Student Learning Activities

The student will be required to:

1. collect, elicit, or create ASL sentences using five (5) singular, five (5) plural, and five (5) descriptive classifiers, "puff-cheeks", "intense", 'pursed lips", and "cha", transcribe and demonstrate in class,

2. form "sender" and "receiver" dyads. The instructor provides each "sender" with a picture (containing ample stimulus), which is described to the "receiver" using classifiers. The "receiver" sketches/draws the information received. Upon completion, the drawing and picture are compared and students discuss the accuracy of the message. Roles are reversed, new pictures are distributed (or exchanged from other dyads), and the activity is repeated,

3. form triads in which one person "acts", another is the "addressee", and the third observes and "describes". Sets of toys (vehicles, furniture, blocks, dolls, animals, etc.) are distributed to each triad. The "addressee" looks away while the "actor" sets up no more than five (5) items. (Do not allow "verbs" at this point.) The toys are returned to the set and the "describer" signs (from his/her perspective) the scene. The "actor" is to take the observer role during this part of the activity, but does not correct. The "addressee" then sets up the toys according to the message conveyed. If the set-up is incorrect, the describer re-signs the scene and the addressee modifies accordingly. The observer (previously the "actor") then comments on the accuracy with each role. Following this, new triads are formed and "actors" are instructed to introduce "actions" using no more than five (5) items. Each student takes a turn with each role. The instructor oversees the activity and serves as consultant when needed,

4. provide peer feedback to students who do not accurately demonstrate classifiers and non-manual adjectives, and

5. discuss in class the application of the information in this unit to interpreters.

e. Evaluation

The instructor will design tests which measure the students' ability to identify and appropriately use classifiers and non-manual adjectives presented in this unit.

Examples of possible test items and format appear in the Appendix.

VIII. Pluralization and Distributional Aspect

a. Teacher Resources

1. Klima, Edward S. and Ursula Bellugi. The Signs of Language. Cambridge, Massachusetts: Harvard University Press, 1979. pp. 272-315.
2. Poizner, Howard, et al. "Short-Term Encoding of Inflected Signs From American Sign Language". Proceedings of the Second National Symposium on Sign Language Research and Teaching. 1978. pp. 47-64.

b. Required Reading (Student)

1. Baker, Charlotte and Dennis Cokely. American Sign Language: A Teacher's Resource Text on Grammar and Culture. Silver Spring, Maryland: T. J. Publishers, 1980. pp. 361-387.

c. Student Performance Objectives

The student will be able to:

1. identify the sign(s) in a given sentence which indicate plurality (classifier, pronoun, number, noun and verb repetition), with 90% accuracy,
2. demonstrate plurality in contextual sentences using classifiers, pronouns, numbers, repetition of nouns and verbs, [two (2) examples of each], with 85% accuracy,
3. identify and discriminate between the inflections "all", "each", "spec", and "unspec", with 85% accuracy,
4. demonstrate two (2) sentences of each of the inflections "all", "each", "spec", and "unspec", with 85% accuracy, and

5. discriminate between verb markings for plural and distributional aspect with 80% accuracy.

d. Student Learning Activities

The student will be required to:

1. collect, elicit, or create ten (10) ASL sentences illustrating plurality using classifiers, pronouns, number signs, and noun and verb repetition, transcribe and demonstrate in class,

2. collect, elicit, or create three (3) contextual sentences using the inflections "all", "each", "spec", and "unspec", transcribe and demonstrate in class,

3. the instructor presents sentences in which nouns are singular. The students take turns producing pluralized versions of the sentence using as many different pluralizing "strategies" as possible,

4. the instructor presents sentences which contain a verb inflected for distributional aspect. The students take turns producing the same sentence with different inflections for distributional aspect,

5. provide peer feedback to students who do not accurately demonstrate plurality and/or distributional aspect, and

6. discuss in class the application of the information in this unit to interpreters.

e. Evaluation

The instructor will design tests which measure the students' ability to differentiate, label, and produce plurals and inflections for distributional aspect.

Examples of possible test items and format appear in the Appendix.

IX. Locatives

a. Teacher Resources

1. McIntire, Marina L. Locatives in American Sign Language. Ph.D. Dissertation, University of California, Los Angeles, California.

b. Required Readings (Student)

1. Baker, Charlotte and Dennis Cokely. American Sign Language: A Teacher's Resource Text on Grammar and Culture. Silver Spring, Maryland: T. J. Publishers, 1980. pp. 361-387.

c. Student Performance Objectives

The student will be able to:

1. identify and label ways of expressing locative relationships (classifiers, directional verbs, indexing, and locative signs) in sentences presented by the instructor with 90% accuracy, and

2. demonstrate locative relationships with two (2) sentences (each) using classifiers, directional verbs, indexing, and locative signs with 85% accuracy.

d. Student Learning Activities

The student will be required to:

1. collect, elicit, or create three (3) ASL sentences for each type of locative indicator (classifiers, directional verbs, indexing, locative signs),

2. provide peer feedback to students who do not accurately demonstrate locative relationships, and

3. discuss in class the application of the information in this unit to interpreters.

e. Evaluation

The instructor will design tests which measure the students' ability to recognize and produce locatives.

Examples of possible test items and format appear in the Appendix.

X. Direct Address/Regulators

a. Teacher Resources

1. Baker, Charlotte. "Regulators and Turn-Taking in American Sign Language". On the Other Hand: New Perspectives on American Sign Language. Lynn A. Friedman. ed. New York, New York: Academic Press, 1977. pp. 215-236.

b. Required Readings (Student)

1. Baker, Charlotte and Dennis Cokely. American Sign Language: A Teacher's Resource Text on Grammar and Culture. Silver Spring, Maryland: T. J. Publishers, 1980. pp. 272-275.

c. Student Performance Objectives

The student will be able to:

1. identify and demonstrate the use of direct address in contextual sentences with 80% accuracy, and

2. describe and demonstrate strategies for conversational turn-taking and regulation with 80% accuracy.

d. Student Learning Activities

The student will be required to:

1. demonstrate the use of "direct address" by relating a real or imaginary dialogue (as narrator) between parent and child, doctor and patient, boss and employee, or teacher and student,

2. "fishbowl" a triad discussing a controversial issue for ten minutes (using ASL). Each student in the "fishbowl" is instructed to try to hold the floor and/or take over the discussion if not holding the floor. Students observing are to note the behaviors used to interrupt or keep the floor. A discussion follows regarding the appropriate use of manual/non-manual behaviors,

3. provide peer feedback to students who do not accurately demonstrate direct address and regulatory behaviors, and

4. discuss in class the application of the information in this unit to interpreters.

e. Evaluation

The instructor will design tests which measure the students' ability to recognize and produce/describe "direct address" and regulatory behaviors.

Examples of possible test items and format appear in the Appendix.

APPENDIX A

UNIT A - SAMPLE TEST ITEMS

I. WHAT IS LANGUAGE? WHAT IS ASL?

True/False

1. A morpheme is a unit of sound in spoken language...
2. All symbols are language related...
3. A symbol cannot be both iconic and arbitrary...
4. Most people learn language prescriptively...
5. Spoken languages are more arbitrary than signed languages...
6. The first level of language has meaningful units...
7. Language systems are hierarchical...
8. Symbols represent words...
9. All languages are written...
10. Each level of language has rules...

Fill-In

1. Languages are systems which are organized in a...structure.
2. In addition to communicating ideas, thoughts, and feelings, etc., language is used to...
3. Regarding signed and spoken languages, the eyes and ears could best be termed...and the body/vocal mechanism labelled...
4. The ability of a person to produce language is known as...
5. A language is shared by a...
6. Languages...over time.
7. A...represents an object or concept.
8. Morphemes are units that have...
9. Spoken languages are constructed for the...and...
10. Grammatical signals show how...related to each other.

APPENDIX A

UNIT A - SAMPLE TEST ITEMS

I. WHAT IS LANGUAGE? WHAT IS ASL? (continued)

Short Answer/Essay

1. Competence in a language means...

2. A symbol is...

3. Linguistic performance is...

4. Language symbols must be relatively arbitrary because...

5. What does iconic mean? Give an example of an iconic symbol in ASL and in spoken English.

6. Can a symbol be iconic and arbitrary? Why or why not? Give examples.

7. Iconicity and arbitrariness are important issues when looking at symbols of any language.

   a. Explain the ways in which this is true for all languages.

   b. Discuss the issue as it pertains to ASL symbols.

8. Iconicity ←——————→ Arbitrariness

   a. Three signs that would appear on this side of the continuum are...

   b. Three signs that would appear on this side of the continuum are...

9. Every language must have certain features or characteristics.

10. The functions of language are...

APPENDIX A

UNIT A - SAMPLE TEST ITEMS

II. HISTORY, DEVELOPMENT AND CHANGE

True/False

1. Linguists look at cognates to see how languages are related...
2. ASL signs tend to change from one-handed to two-handed over time...
3. Centralization of ASL signs is the change in location toward the "line of bilateral symmetry"...
4. The sign "HUSBAND" was a two-part sign which has undergone assimilation...
5. Thomas H. Gallaudet was initially interested in the "oral method" of education...
6. ASL signs are becoming less arbitrary over time...
7. Conversational forms of signs tend to be more centralized than citation forms...
8. FSL/ASL cognates are the same as French/English cognates...
9. ASL borrows symbols from English...
10. The sign "WORLD" has undergone the historical change know as "centralization."

Fill-Ins

1. The person most responsible for introduction of French Sign Language to deaf students in Hartford, Connecticut was...
2. Modern ASL (circa 1817) was a combination of...
3. Abbe de l'Epee invented...
4. The conference in Milan which proclaimed the superiority of the "oral method" was held in the year...
5. Three ways that all languages change are...
6. In 1957,...began the linguistic study of ASL.
7. Abbe Sicard's life was saved through the efforts of...
8. People living in Martha's Vineyard during...used a signed language.

APPENDIX A

UNIT A - SAMPLE TEST ITEMS

II. HISTORY, DEVELOPMENT, AND CHANGE (continued)

9. ...percent of ASL signs seem to be related to the signs in French Sign Language.

10. Most languages...words/signs from other languages.

Short Answer/Essays

1. Discuss five (5) historic events which have led to the current recognition of ASL as a language.

2. Drawing from your readings, discuss ways in which ASL research has influenced the fields of education, sign language instruction, and interpreting.

3. "Deaf people in the U. S. had no sign language prior to 1817." Refute this statement with at least three arguments.

Identification/Analysis

The instructor will illustrate eight (8) pairs of signs. In each pair, the second sign will illustrate a change from the first sign in the pair. For each pair, describe the type of change which is being illustrated.

APPENDIX B

UNIT B - SAMPLE TEST ITEMS

I. LANGUAGE VARIATION IN THE DEAF COMMUNITY

True/False

1. Most Deaf people are bilingual...
2. Manually coded English is a form of Sign Language...
3. Bilingual environments are usually diglossic...
4. The manual alphabet is used in "Visible English"...
5. M.C.E. systems first appeared in educational institutions in 1960...
6. Pidgin Sign English is also a code to represent English...
7. M.C.E. systems were all developed by hearing people...
8. "Code-switching" is the change from one manual code for English to another manual code for English...
9. There are five forms of Pidgin Sign English...
10. Deaf people accept "invented" signs and use them comfortably...

Fill-In

1. A highly variable, temporary mixture of two (2) languages is known as a...
2. M.C.E. systems are...for English.
3. M.C.E. systems select vocabulary based on the..., ..., and...of English words.
4. Changing the handshape of an ASL sign to correspond to an English word is known as...
5. When a hearing person enters the communication environment, most Deaf people will...
6. Most educational institutions support the use of...with deaf children.
7. The main purpose of P.S.E. is...
8. The Rochester Method is more like...than S.E.E. II.
9. Signing varieties are best described using a...
10. "Ameslish" and "Siglish" are other names for...

APPENDIX B

UNIT B - SAMPLE TEST ITEMS

I. LANGUAGE VARIATION IN THE DEAF COMMUNITY (continued)

Short Answer/Essay

1. The language situation of deaf people in the United States can best be illustrated using a Bilingual Diglossic Continuum.
   a. Define each of these words.
   b. Explain why each term accurately labels the language environment.
   c. Discuss movement on the continumm and the conditions under which "shifting" occurs.
2. What is Manually Coded English? Why were these codes developed?
3. "M.C.E. systems use ASL signs and add endings". Give three arguments, with examples, which either support or refute this statement.
4. Discuss the attitude(s) of Deaf people toward M.C.E. and the reasons for these attitudes.
5. How does the language situation of the U.S. Deaf Community affect the field of interpreting? Discuss at least three major implications.

Identification/Integration

The instructor will sign ten (10) sentences. Please indicate which area on the continuum (ASL, PSE: ASL-based or English-based, M.C.E.) best describes the sentence. Give at least two (2) specific reasons (features) which support your answer.

APPENDIX B

UNIT B - SAMPLE TEST ITEMS

II. MEMBERSHIP IN THE DEAF COMMUNITY

True/False

1. The audiological condition of deafness most often determines membership in the Deaf Community...

2. Most professionals in the "field of deafness" view deaf people pathologically...

3. Hearing people can be members of the "inner core" Deaf Community...

4. Working at the N.A.D. may provide a "political avenue" to the Deaf Community...

5. All members of the Deaf Community are culturally deaf...

6. Rules for eye contact are the same for deaf and hearing people...

7. A profoundly deaf person may not belong to the Deaf Community...

8. One of the goals of educational programs for deaf students is acceptance into the Deaf Community...

9. The Deaf Community is international...

10. Hard-of-hearing people are not deaf, but may be labelled as "Deaf"...

Fill-In

1. A group of people who share...belong to a community.

2. Four avenues of membership to the Deaf Community are: ..., ..., ..., and ...

3. Most deaf people (80-90%) marry...

4. A deaf person learns his/her culture from...

5. Within the Deaf Community, the label "Deaf" is more an indication of...than...

Short Answer/Essay

1. Explain the make-up of the groups "deaf people" and "Deaf Community". What factors determine affiliation/identification with these groups?

APPENDIX B

UNIT B - SAMPLE TEST ITEMS

II. MEMBERSHIP IN THE DEAF COMMUNITY (continued)

2. You are attempting to become more skilled in ASL. Over a period of months, you have been interacting with a consistent group of deaf people who you have seen converse among themselves in ASL. However, in your presence, they "code-switch." You have decided to discuss this with the group.
    a. Demonstrate an understanding of their behavior.
    b. Present a persuasive statement which attempts to change their linguistic behavior.
3. The term "Deaf" means...
4. Discuss two views towards deaf people and describe the people who hold each view.
5. What are the primary goals of the Deaf Community?
6. To function as an interpreter, one must understand both views of deaf people. Why is this true? Which view(s) should be held by interpreters? Why?

APPENDIX C

UNIT C - SAMPLE TEST ITEMS

I. BUILDING BLOCKS OF ASL SIGNS: PHONOLOGY

True/False

1. A "minimal pair" may consist of several signs...
2. Handshape, location, movement, and palm orientation are "primes"...
3. A sign which is easily seen and produced would be considered "marked"...
4. All ASL signs contain at least four parameters...
5. All sign languages have unmarked handshapes...
6. ASL handshapes are derived from the alphabet and numbers...

Fill-In

1. Three unmarked locations in ASL could be...
2. Each parameter contains a set of...
3. Five of the most marked handshapes in ASL are (list the handshapes)...
4. The most "unmarked" handshapes in ASL are (list five)...
5. The location prime "waist" is more...than the location prime "chin."
6. The sign "HOUSE" is an example of the...condition.
7. Sign parameters which are easily seen and produced are labelled...
8. Variation in ASL signs occurs due to (list five types)...
9. The sign "LAW" is an example of the...condition.
10. When signing in formal settings (or demonstrating signs), most ASL users will use the...form of signs.

Short Answer/Essay

1. The "symmetry condition" states...
2. The "dominance condition" in ASL states that...

APPENDIX C

UNIT C - SAMPLE TEST ITEMS

I. BUILDING BLOCKS OF ASL SIGNS: PHONOLOGY (continued)

3. Could the following be signs in ASL? Give specific reasons to support you answer.

<table>
<tr><th></th><th></th><th>Left Hand</th><th>Right Hand</th></tr>
<tr><td>a.</td><td>handshape</td><td>G</td><td>B</td></tr>
<tr><td></td><td>location</td><td colspan="2">neutral space</td></tr>
<tr><td></td><td>movement</td><td colspan="2">circular</td></tr>
<tr><td></td><td>palm orientation</td><td colspan="2">away from signer</td></tr>
<tr><td>b.</td><td>handshape</td><td></td><td>X</td></tr>
<tr><td></td><td>location</td><td></td><td>chin</td></tr>
<tr><td></td><td>movement</td><td></td><td>tapping</td></tr>
<tr><td></td><td>palm orientation</td><td></td><td>facing non-dominant (passive) side</td></tr>
</table>

4. A "minimal pair" is...

5. Give an example of a linguistic rule concerning a particular "parameter" in ASL...

6. ASL is constructed to fit the needs of the eyes and the body. Drawing from material covered in class thus far, discuss how this is accomplished in ASL, giving five (5) supporting arguments. For each point, illustrate with no less than two examples.

Identification/Analysis

1. The instructor will demonstrate five (5) pairs of signs. In the appropriate space, indicate whether or not the signs are a minimal pair. If not, explain why.

2. The instructor will demonstrate three (3) "invented" signs. For each, explain why the sign could or could not be an acceptable ASL sign. Give specific linguistic reasons for each answer.

APPENDIX D

UNIT D - SAMPLE TEST ITEMS

I. AMERICAN SIGN LANGUAGE SENTENCE TYPES

Identification/Analysis

1. The instructor will sign ten (10) ASL sentences. For each sentence, circle the correct sentence type.

a.	"yes/no" question	"wh-word" question	topic/comment
b.	negated statement	"wh-word" question	command
c.	"yes/no" question	topic/comment	conditional
d.	relative clause	rhetorical question	conditional
e.	asserted statement	command	topic/comment
f.	conditional	topic/comment	rhetorical question
g.	"wh-word" question	relative clause	asserted statement
h.	rhetorical question	"yes/no" question	relative clause
i.	negated statement	conditional	topic/comment
j.	command	negated statement	asserted statement

2. The instructor will sign five (5) ASL sentences. Transcribe each.

3. The instructor will demonstrate ten (10) ASL sentences. Write down the type of sentence which is being signed.

Performance

1. The instructor will distribute a card to each student which lists five (5) different sentence types (randomly selected) and asks the student(s) to produce examples of each.

2. Students are presented with "sentences" (glossed but not notated for gramamtical features) and are asked to produce specific sentence types using the glosses.

Example: Student is presented with-

MOTHER ANGRY PUNISH MUST

And asked to produce-

a. asserted segment + "yes/no" question
b. conditional segment + command
c. two topicalized sentences

Student should sign-

a.
nodding q
MOTHER ANGRY, PUNISH MUST

b.
cond tight lips
MOTHER ANGRY, PUNISH MUST*

APPENDIX D

UNIT D - SAMPLE TEST ITEMS

I. AMERICAN SIGN LANGUAGE SENTENCE TYPES (continued)

c. $\overset{t}{\overline{\text{MOTHER}}}$, ANGRY, $\overset{t}{\overline{\text{PUNISH}}}$, MUST

3. The instructor demonstrates a sentence and instructs student(s) to change the sentence to one prescribed by the instructor.

Example: Instructor signs-

$\overset{t}{\overline{\text{\#CAR}}}$, $\overset{nodding}{\overline{\text{EXPENSIVE}}}$

Student is instructed to change the above to a "yes/no" question, and should sign-

$\overset{q}{\overline{\text{\#CAR EXPENSIVE}}}$

APPENDIX E

UNIT E - SAMPLE TEST ITEMS

I. RELATED NOUNS AND VERBS

Identification/Analysis

The instructor will sign sentences using a noun (or verb) that has a related verb (or noun). The student is to state whether the "target sign" used is a noun or verb.

Sample sentences:

1. $\overset{\text{t}}{\overline{\text{PLANE}}}$, $\overset{\text{nodding}}{\overline{\text{TRUE WONDERFUL}}}$ (noun)
2. SIT INDEX-rt (verb)
3. $\overset{\text{t}}{\overline{\text{HEARING AID}}}$, FORGET (noun)
4. $\overset{\text{t}}{\overline{\text{LICK-ice cream cone CHOCOLATE}}}$, FAVORITE (verb)

Performance

The instructor will sign a sentence using a noun or verb (from a related pair). The student is to produce the sentence using the related verb/noun sign.

Example: Instructor signs- $\overset{\text{t}}{\overline{\text{TELEPHONE}}}$, ME VOMIT

Student should sign- $\overset{\text{t}}{\overline{\text{USE-TELEPHONE}}}$, ME VOMIT

APPENDIX E

UNIT E - SAMPLE TEST ITEMS

II. COMPOUNDS AND CONTRACTIONS

Identification/Analysis

The instructor will sign sentences containing compounds, contractions, or neither. The student is to state whether or not the sentence has a compound or contraction. For sentences with compounds or contractions, gloss the compound/contraction.

Example: Instructor signs-

1. rhet.q / pursed lips
EVERY-DAY #DO-DO, HOME, WORK, SCHOOL, AWFUL*

Student should respond- Neither

2. t / pursed lips
EVERY NIGHT, HOME⌒WORK, AWFUL*

Student should respond- Compound (HOME⌒WORK)

3. t
YESTERDAY T-V MOVIE, FUNNY‿NONE, SCARE*

Student should respond- Contraction (FUNNY NONE)

4. t / rhet.q / brow squint
YESTERDAY T-V, MOVIE, FUNNY, NONE, SCARE*

Student should respond- Neither

Performance

The student will be given the opportunity to produce sentences containing compounds and contractions via imitation, guided preparation, or spontaneously, depending on skill level, course content, or at the discretion of the instructor.

APPENDIX E

UNIT E - SAMPLE TEST ITEMS

III. FINGERSPELLED LOAN SIGNS

Identification/Analysis

The instructor will sign sentences containing either a fingerspelled word or a fingerspelled loan sign. The student is to state which appears in the sentence.

Example: Instructor signs-

1. $\overline{\text{FRIEND}}^{\,t}$, LOOK-FOR #JOB (fingerspelled loan sign)

2. $\overline{\text{ONE-WEEK-PAST}}^{\,t}$, MOTHER SICK B-A-C-K (fingerspelled word)

3. $\overline{\text{ME GROW-UP NEW YORK-rt}}^{\,nodding}$, $\overline{\text{\#BACK-rt}}^{\,rhet.q}$, $\overline{\text{NEVER}}^{\,neg}$ (fingerspelled loan sign)

4. $\overline{\text{FRIEND LOOK-FOR J-O-B}}^{\,q}$, SHOCK* (fingerspelled word)

Performance

The instructor will sign questions to student(s) and request that students respond using an appropriate fingerspelled loan sign.

Example: Instructor signs-

1. $\overline{\text{WHERE SEE DEAF MINGLE}}^{\,wh\text{-}q}$

   Student should respond using- #CLUB

2. $\overline{\text{ANIMAL NAME L-A-S-S-I-E "WHAT"}}^{\,wh\text{-}q}$

   Student should respond using- #DOG

3. $\overline{\text{SUPPOSE NOT-KNOW ANSWER}}^{\,cond}$, $\overline{\text{\#DO-DO}}^{\,wh\text{-}q}$

   Student should respond using- #ASK

4. $\overline{\text{PERSON GIVE-you ONE MILLION DOLLAR}}^{\,cond}$, $\overline{\text{ACCEPT}}^{\,q}$

   Student should respond using- #YES or #SURE

APPENDIX E

UNIT E - SAMPLE TEST ITEMS

IV. TIME AND TEMPORAL ASPECT

Identification/Analysis

The instructor will sign sentences containing expressions of time and/or temporal aspect. The student is to state the "time feature(s)" demonstrated.

Example: Instructor signs-

1. $\overset{t}{\overline{\text{EVERY-MONDAY}}}$, WATCH FOOTBALL (regularity)

2. $\overset{\text{puff cheeks}}{\overline{\text{LONG-TIME-AGO}}}$, ENGLISH $\overset{\text{puff cheeks}}{\overline{\text{DIFFERENT*}}}$ (time line, non-manual adverb)

3. $\overset{t}{\overline{\text{THREE-WEEK-PAST MONDAY}}}$, ALL-DAY WORK "long time" (time line, incorporation of number, duration, aspect: "long time")

4. $\overset{\text{rhet.q}}{\overline{\text{CHILD AGE THREE}}}$, $\overset{\text{neg}}{\overline{\text{NOT YET}}}$ (incorporation of number, tense)

Performance

The student will be given the opportunity to produce sentences containing the time line, non-manual adverbs, incorporation of number, modulations for regularity, duration, repetition + duration, and tense via imitation, guided preparation, or spontaneously, depending on skill level, course content, or at the discretion of the instructor.

APPENDIX E

UNIT E - SAMPLE TEST ITEMS

V. PRONOUNS

Identification/Analysis

The instructor will sign sentences using pronouns. The student is to identify the type(s) of pronouns used.

Examples:

1. $\overline{\text{FRIEND-rt}}^{\,t}$, US-TWO-rt GO-OUT-rt CAMP
   (dual--using US-TWO)

2. $\overline{\text{WANT EXPERT A-S-L}}^{\,q}$ (looking at one student)
   (singular pronoun--using eye gaze)

3. $\overline{\text{lf-INDEX-rt "arc" WANT INTERPRET}}^{\,q}$
   (plural-multiple-using index)

4. $\overline{\text{BOOK GREEN}}^{\,t}$, MINE
   (singular possessive)

5. $\overline{\text{SIGN-ASL YOURSELVES}}^{\,cond}$, $\overline{\text{IMPROVE WILL}}^{\,nodding}$
   (plural reflexive)

6. $\overline{\text{UP-TIL-NOW rt-SPEND-ON-ME "regularly"}}^{\,brow\ raise}$, $\overline{\text{FROM-NOW-ON}}^{\,t}$, MYSELF*
   (singular--reflexive/emphatic)

7. $\overline{\text{YESTERDAY LEARN⁀AGENT rt-TTY-CALL-TO-ME}}^{\,t}$, THAT-ONE*-rt (Look at a student on the right)
   (demonstrative pronoun)

Performance

The instructor may elicit sentences using pronouns via:

1. Asking question -- for example:

   A. $\overline{\text{EYEGLASSES USE}}^{\,t}$, $\overline{\text{WHO}}^{\,wh\text{-}q}$

   B. $\overline{\text{SHOE BROWN USE}}^{\,t}$, $\overline{\text{WHO}}^{\,wh\text{-}q}$

APPENDIX E

UNIT E - SAMPLE TEST ITEMS

V. PRONOUNS (continued)

2. Colleting objectis from students, then asking $\frac{\text{wh-q}}{\text{WHO}}$ to elicit possessives.

3. Displaying several items and asking a question which will be answered by THAT-ONE.

4. Using pictures, real life settings, and/or toys/objects, have student(s) set up in space.

5. Asking student to prepare a text demonstrating specific pronominal references.

APPENDIX E

UNIT E - SAMPLE TEST ITEMS

VI. VERBS

Identification/Analysis

The instructor will sign sentences using directional/non-directional, reciprocal/non-reciprocal, "locative/non-locative" verbs. The student states the type of verb and the subject/object of the verb.

Examples:

1. $\overset{t}{\overline{\text{PAPER}}}$, MAN INDEX-rt man-GIVE-TO-me
   (directional verb, subject-man, object-me)

2. $\overset{t}{\overline{\text{NIECE MINE}}}$, WANT DOLL
   (non-directional verb, subject-niece, object-doll)

3. $\overset{t}{\overline{\text{BOY TWO-OF-THEM}}}$, they-CLASH-WITH-"each other"
   (reciprocal verb, subject/object-boys)

4. $\overset{t}{\overline{\text{LAST-YEAR CALIFORNIA INDEX-lf}}}$, $\overset{mm}{\overline{\text{me-DRIVE-TO-California}}}$
   ("locative" verb, subject-me, object-California)

5. (body shift rt, eye gaze lf)
   FRIEND TWO-OF-THEM rt-HELP-lf

   (body shift lf, eye gaze rt)
   lf-HELP-rt

   (non-reciprocal, subject/object-friends)

The instructor signs sentences using non-manual adverbs. Student states correct adverb(s).

Examples:

1. $\overset{t}{\overline{\text{WOMAN}}}$, $\overset{\text{tight lips}}{\overline{\text{TELL-STORY}}}$ (tight lips)

2. $\overset{t,}{\overline{\text{HOME}\frown\text{WORK}}}$, ME $\overset{th}{\overline{\text{SLEEPY WRITE}}}$ (th)

3. $\overset{cond}{\overline{\text{MONEY you-GIVE-TO-me}}}$, $\overset{mm}{\overline{\text{ACCEPT \#SURE}}}$ (mm)

Performance

The student is instructed to substitute features from sentences presented by the instructor.

APPENDIX E

UNIT E - SAMPLE TEST ITEMS

VI. VERBS (continued)

Examples: Present student(s) with-

1. $\overset{t}{\overline{\text{SECRET}}}$, me-TELL-TO-rt

   Instructions: change subject to 2nd person and object to 1st person

   Student should sign: $\overset{t}{\overline{\text{SECRET}}}$, you-TELL-TO-me

2. TOMORROW we-INFORM-"each other"

   Instructions: change subject/object to 2nd and 3rd persons

   Student should sign: TOMORROW you-INFORM-"each other"

3. ME LOVE #DOG-rt

   Instructions: change subject to dog, object to 2nd person

   Student should sign: #DOG-rt LOVE YOU

4. $\overset{t}{\overline{\text{TREE INDEX-lf}}}$, $\overset{\text{tight lips}}{\overline{\text{me-LOOK-AT-lf}}}$

   Instructions: change adverb to "mm"

   Student should sign: $\overset{t}{\overline{\text{TREE INDEX-lf}}}$, $\overset{\text{mm}}{\overline{\text{me LOOK AT-lf}}}$

5. $\overset{t}{\overline{\text{ONE-WEEK-PAST PLAY FOOTBALL}}}$, HIT-ON-shoulder

   Instructions: change location to chin

   Student should sign: $\overset{t}{\overline{\text{ONE WEEK PAST PLAY FOOTBALL}}}$, HIT-ON-chin

APPENDIX E

UNIT E - SAMPLE TEST ITEMS

VII. CLASSIFIERS

Identification/Analysis

1. The instructor presents sentences using classifiers which function as pronouns, verbs, locatives, and/or descriptors. The student is to identify the function(s) in these sentences.

2. The instructor presents a series of pictures (or toys) which are "minimally" different (signed the same except for classifier). The instructor presents an ASL sentence which describes one of the configuraitons in the series. The student identifies the correct item from the set.

3. The student is presented with a series of objects, (or pictures of objects), for example, a thin rod, a log and a coneshaped object. The instructor uses a descriptive classifier for one of these objects and the student must identify the appropriate object in the set.

Performance

Evaluation techniques #2 and #3 above may be modified to elicit classifiers from students.

For additional evaluation tools, the instructor is referred to:

Cokely, Dennis and Charlotte Baker. American Sign Language: A Teacher's Resource Text on Curriculum, Methods, and Evaluation. Silver Spring, Maryland: T.J. Publishers, 1980. Chapter VIII.

APPENDIX E

UNIT E - SAMPLE TEST ITEMS

VIII. PLURALIZATION AND DISTRIBUTIONAL ASPECT

Identification/Analysis

The instructor presents sentences in which the noun is pluralized. The student indicates the sign(s) which carry plural "information."

Example:

Instructor signs-

1. $\overset{t}{\overline{\text{CLASS TAKE-UP}}}$, THREE-WEEK-LONG

Student response(s)-
- a. number incorporation in WEEK, or
- b. sign THREE-WEEK-LONG

2. $\overset{t}{\overline{\text{A-S-L VERB}}}$, CLASS+++-arc $\overset{nod}{\overline{\text{HAVE}}}$

Student response(s)-
- a. repetition of noun CLASS showing multiple or many, or
- b. sign CLASS+++-arc

3. $\overset{t}{\overline{\text{HOME}\frown\text{WORK}}}$, LEARN⁀AGENT rt-GIVE-me lf-GIVE-me

Student response(s)-
- a. dual inflection on verb to show two students, or
- b. sign rt-GIVE-me, lf-GIVE-me

The instructor presents sentences in which the verb is inflected for distributional aspect. The student is to identify the inflection.

Example:

Instructor signs-

1. $\overset{t}{\overline{\text{MORNING}}}$, $\overset{\text{puff cheeks}}{\overline{\text{FALL-DOWN*}}}$, $\overset{t}{\overline{\text{AFTERNOON CLASS}}}$, FRIEND friend-TELL-TO-"all"

Student response-
- a. "all"

2. $\overset{t}{\overline{\text{TEST PAPER}}}$, me-GIVE-TO-"each"

Student response-
- a. "each"

APPENDIX E

UNIT E - SAMPLE TEST ITEMS

VIII. PLURALIZATION AND DISTRIBUTIONAL ASPECT (continued)

Performance

The instructor presents sentences with singular subject/object and instructs the student(s) to pluralize the sentence in specific ways.

Example:

Instructor signs-

1. $\overset{t}{\overline{\text{J-O-E}}}$, $\overset{\text{nodding}}{\overline{\text{HAVE SISTER}}}$

Instructions- Change the sentence to *two* sisters *without* signing the number two.

Student responds-

a. $\overset{t}{\overline{\text{J-O-E}}}$, $\overset{\text{nodding}}{\overline{\text{HAVE SISTER+}}}$

2. $\overset{t}{\overline{\text{ONE-YEAR-PAST BIRTHDAY}}}$, BOOK you-GIVE-TO-me

Instructions- Change subject to "specific" (people).

Student responds-

a. $\overset{t}{\overline{\text{ONE-YEAR-PAST BIRTHDAY}}}$, BOOK GIVE-TO-me"spec"

APPENDIX E

UNIT E - SAMPLE TEST ITEMS

IX. LOCATIVES

Identification/Analysis

The instructor presents sentences using classifiers, directional verbs, indexing, or locative signs to express locative relationships. The student identifies the "type" of sign(s) carrying locative information.

Example:

Instructor signs-

1. $\overset{\text{rhet-q}}{\overline{\text{M-A-R-Y EVERY-DAY WORK WHERE}}}$, $\overset{\text{intense}}{\overline{\text{INDEX-far rt}}}$

Student responds-

a. indexing + "intense" and/or demonstrates $\overset{\text{intense}}{\overline{\text{INDEX-far rt}}}$

2. $\overset{\text{t}}{\overline{\text{YESTERDAY} \quad \begin{array}{l}\text{B-I-L-L}\\ \text{J-O-E} \longrightarrow\end{array}}}$, $\overset{\text{intense}}{\text{FIGHT*}}$, $\overset{\text{t}}{\overline{\text{NOW INDEX-rt}}}$,

$\text{BLUE}\frown\text{SPOT}$ "forehead", $\overset{\text{t}}{\overline{\text{INDEX-lf}}}$, #HURT "wrist"

Student responds-

a. signs $\text{BLUE}\frown\text{SPOT}$ and #HURT placed at specific locations of body and/or demonstrates these as used in the sentence.

Performance

Evaluation techniques described under "Classifiers" may be used and modified to elicit use of locatives.

APPENDIX E

UNIT E - SAMPLE TEST ITEMS

X. DIRECT ADDRESS/REGULATORS

Identification/Analysis

Students are asked to describe (written or signed) the appropriate behaviors for:

a. beginning a conversation
b. interrupting
c. holding the floor

The instructor demonstrates a number of brief stories, with and without direct address. Students are to identify segments when direct address is used.

Performance

Students are asked to use direct address in relating an imaginary dialogue between the people in pictures presented by the instructor. Picture(s) of parent and child, policeman and driver, judge and witness, etc., are presented to student(s).

APPENDIX K

THE CULTURE AND THE COMMUNITY OF DEAF PERSONS

developed and written by

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EDITOR'S NOTE

The project staff of ITCDP at Texas State Technical Institute-Waco recognized the need to revise the "Knowledge of Deafness" course from the 1980 project, but due to focus on modular development, project staff changes, and efforts to locate persons willing to write and share a course of this nature, contracting for the course revision and the writing of it was delayed until the final two months of this year's project. We intended to revise the previously printed course with heavy emphasis on the cultural aspects of deafness in relation to interpreting.

Therefore, we wish to express our sincere appreciation to Ms. Susan Rutherford for sharing her expertise and very general teaching outline to us on extremely short notice. Ms. Rutherford's and our intent is to give you a "handle" on one critical area of interpreter training that has not been considered in this field until very recently, and on which very little has been compiled for use by teachers in this field. This course guide is in no way intended to be inclusive nor complete, and the author and project staff urge you to use it as a "point of departure!"

The author has asked that two main points be emphasized. In order that interpreters can more truly understand the bilingual and bicultural nature of interpretation,

1. this course deals with basic sociological and cultural theory with a perspective look at Deaf Culture, and

2. this theory structure is the basis for studying the community of Deaf persons and recognizing the cultural phenomena that occurs.

THE CULTURE AND THE COMMUNITY OF DEAF PERSONS

General Overview

CONCEPT: This unit on the culture of Deaf persons is a broad overview and is presented as a foundation to other units in this syllabus. It is an attempt to present theoretical material relevant to a description of Deaf culture; the interpreting situation as a bilingual-bicultural activity; and specific socio/cultural theory that will aid the interpreter in his/her assessment and monitoring functions.

RATIONALE: Through discussion, class participation, videotape presentations, etc., the focus will be to apply the theory to the interpreting situation in general and where possible, it will be applied to the students' actual experience in interpreting. Upon completion the student shall have a better understanding of their role as "cultural broker" as well as language interpreter. Additionally, the student shall be able to apply the theories presented to their assessment and monitoring functions as interpreter.

BOOKS AND MATERIALS: Books and materials are listed in each of the major sections.

MATERIALS TO BE DEVELOPED: Suggestions for additional materials to be developed are made in their respective sections where applicable.

TEACHING METHODS: For the most part, theoretical material will be presented in the form of lecture by the instructor. Videotape presentations and guest lecturers will supplement the presentations. There will be required reading and class discussion. There is an emphasis on primary sources where possible in the reading selections and guest lecturers. There will be an emphasis on applying the theoretical material presented to the actual experiences of the class through class discussion and participation.

EVALUATION: The evaluation of the material covered in this unit will be an ongoing process. The instructor will monitor student progress primarily through their responses to material in the class discussion. Upon completion of the unit there will be a required final paper. This paper will be in response to specific problem solving tasks given by the instructor. These tasks are designed so that the student will have to integrate all the material presented to be able to resolve or reason a given problem. Additionally, further verification and testing of the material covered will occur in other units, i.e., assessment.

UNIT I: THE INTERRELATIONSHIP OF LANGUAGE AND CULTURE

CONCEPT: The illustration of the interconnectedness of language and culture emphasizes the importance and necessity of interpreting cultural as well as linguistic information for successful intercultural communication.

RATIONALE: The student will better understand the role of the interpreter in intercultural communication, and know that that intercultural communication is dependent on a sharing of language and culture. This is particularly useful as interpreting is most often seen as just a linguistic activity.

BOOKS AND MATERIALS: None

TEACHING METHOD: Lecture of theoretical material; class participation to illustrate examples from their experiences where straight translation of the language was insufficient information for their client or the court; further discussion of a comparison of native and non-native interpreters. This discussion will look to the question of the native interpreter's skill being due to perhaps more than just a fluency in the language.

EVALUATION: Instructor will assess comprehension of the material during class discussion.

A. Inseparable Relationship

 1. Culture is learned through language
 2. The entire basis of culture is language

B. Implications

 1. Intercultural communication and interaction depends on knowledge of language and culture

C. Implications for the interpreter

 1. Must interpret culture as well as language

  a. To what degree is this possible?

 2. How can the interpreter learn "culture"?

  a. Classes?
  b. Association and interaction?

D. Illustrations/Humor

UNIT II: CULTURE

CONCEPT: This presentation of basic socio/cultural theory and application is to provide the student with a general orientation to the concepts of culture, cultural relativism, and biculturality.

RATIONALE: From this foundation the student shall be able to understand and apply these general concepts to the specific area of Deaf culture.

BOOKS AND MATERIALS:

Hall, Edward T., The Silent Language, Garden City, NY: Doubleday and Co., Inc., 1959. (Suggested Reading)

TEACHING METHOD: Lecture of theoretical material by instructor; elicitation of student response; and discussion of what their definition of culture is as well as examples of cultural differences they have observed will be the primary method.

EVALUATION: The instructor will evaluate the responses to the request for examples from their experience that reflect a cultural contact situation and how the theoretical material applies.

A. Definitions

  1. Tylor
  2. Goodenough
  3. Selby
  4. Geertz
  5. Generalization

B. Components

  1. Cognitive
  2. Normative
  3. Material

C. Implications for Behavior

  1. Culturally Determined Behaviors

    a. Examples

      (1) Space
      (2) Time
      (3) Values
      (4) World View

D. Cultural Relativism

  1. Concept

    a. Definition

  2. Application

    a. Examples

      (1) Space
      (2) Time
      (3) Values
      (4) World View

E. Biculturality

  1. The Bicultural Individual

    a. Possible Theoretical Variations
    b. Possible Conflicts

      (1) Examples

        (a) Altruism vs Individuality (Mex-Amrn)
        (b) Personal Space (Bahaimn-British)

UNIT III: WHAT IS DEAF CULTURE?

CONCEPT: This unit will apply the general socio/cultural theory regarding concepts of culture and biculturality to Deaf Culture.

RATIONALE: Through a cross cultural comparison of ideal models of Deaf and hearing cultures the student shall understand the differences and similarities between the two cultures he/she is facilitating communicaiton between. Through a brief discussion regarding the concept of subculture, the student shall have a further amplification of the relationship between Deaf culture and the larger society.

BOOKS AND MATERIALS:

Baker & Battison, eds. Sign Language and The Deaf Community. Silver Spring: NAD, 1980. (Required)

Jacobs, Leo M. A Deaf Adult Speaks Out. Revised Edition. Washington, D.C.: Gallaudet Press, 1980.

Romano, Deborah L. "The Silent Party". Mother Jones Magazine. Jan. 1980. (See Appendix.)

Mindel, Eugene D. and Vernon McCay. They Grow In Silence. Silver Spring, MD.: NAD 1971.

"Who Speaks For The Deaf? A Historical Perspective". See Appendix.

Lane, Harlan. "Notes for a Psycho-History of American Sign Language". Deaf American. 30, pp. 3-7.

Kannapell, Barbara. "The Effects of Using a Stigmatized Language". Deafpride Papers: Perspectives and Options. Atlanta, GA. COSD Forum, March 1975.

Kannapell, Barbara. "Bilingualism: A New Direction In The Education of The Deaf". The Deaf American. June 1974. pp. 9-15.

Trybus, Raymond. "Sign Language, Power, and Mental Health". Sign Language and The Deaf Community. Baker & Battison eds. Silver Spring: NAD 1980.

Paul, Mary Ellen. "American Sign Language and Deaf Persons: A Statement of the Problem". Deafpride Papers: Perspectives and Options. Atlanta, GA. GOSD Forum, March 1975.

VIDEOTAPE: "Across the Silence Barrier." NOVA

"Deaf Culture". Johnson County Community College in cooperation with TSTI-Waco, ITCDP, 1981.

MATERIALS TO BE DEVELOPED: Videotaped interviews with a representative sample of Deaf individuals comparing their values with what the dominant hearing culture views those values to be. The sample will draw from different age, sex, ethnic and regional groups in an effort to illustrate the diversity and commonalities of the overall community.

EVALUATION: The instructor will evaluate in class response to the material as well as the final paper.

A. Socio/Cultural Theory

  1. Application of Definitions

    a. Language
    b. Learned Behaviors and Shared Experience
    c. Attitudes and Values
    d. Material Culture

  2. Culture Transmitted Through ASL

    a. Centered In

      (1) Residential Schools
      (2) Deaf Families
      (3) Social Clubs
      (4) Organizations
      (5) Urban Clusters of Deaf Populations

  3. Comparing Some Culturally Determined Behaviors and Attitudes (Deaf/Hearing Comparison)

    a. Definition of Deaf
    b. View Toward Hard of Hearing
    c. Attitude Toward Speech
    d. Attitude Toward Peddling
    e. Greeting and Leave Taking
    f. Facial Expressions/Body Movement
    g. Group vs Individual
    h. Introductions
    i. View of the Interpreter
    j. Regulators

      (1) Language Determined Behavior

        (a) Eye Contact
        (b) Turn Taking
        (c) Head Nodding

      (2) Possible Misunderstandings

B. The Bicultural Individual

  1. Types

    a. ASL Monolingual
    b. ASL Dominant Bilingual
    c. Balanced Bilingual
    d. English Dominant Bilingual
    e. English Monolingual

  2. Possible Conflicts

C. Biculturality and the Hearing Child of Deaf Parents

  1. Possible Theoretical Variations
  2. Possible Conflicts

D. Subculture Characteristics

  1. Related to Dominant Society but are very Distinguishable From It
  2. Self-Contained Mini-Culture
  3. All Sub-Cultures are bound by formal norms of the dominant Culture
  4. From Participation in our sub-culture, we learn our values

E. Cultural vs Pathological View of Deaf Community

  1. Define Views

    a. Cultural
    b. Pathological

  2. Comparison of Views
  3. Benefits of understanding from a Cultural View

    a. Missionary syndrome vs Self determination, etc.

UNIT IV: THE DEAF COMMUNITY

CONCEPT: A discussion of the concept of community and its application to the Deaf community.

RATIONALE: Through a discussion of the concept of community and Deaf community the student shall be able to distinguish between Deaf community and Deaf culture. The student shall also have a better understanding of his/her relationship between deaf and hearing communities.

TEACHING METHODS: Lecture, discussion, and required readings.

EVALUATION: The instructor will evaluate students response in discussion.

BOOKS AND MATERIALS:

Markowicz and Woodward. "Language and the Maintenance of Ethnic Boundaries in the Deaf Community". See Appendix.

Baker and Padden. ASL: A Look At Its History Structure and Community. Silver Spring, MD.: T. J. Publishing, 1979.

Padden, Carol. "The Deaf Community and The Culture of Deaf People". Sign Language and the Deaf Community. Silver Spring, MD.: NAD, 1980.

A. What is a Community?

  1. Definitions

    - a. As a Common Identify
    - b. Holding Something in Common
    - c. People of a Locality

B. What is the Deaf Community?

  1. What determines membership

    - a. Attitudinal Deafness vs Audiometrically Deaf
    - b. Baker/Cokely Model

      (1) Four Avenues of Membership

        - (a) Audiological
        - (b) Linguistic
        - (c) Social
        - (d) Political

  2. To What Extent is the Interpreter a Member of the Deaf Community?

C. Recap and Application of Definitions

UNIT V: THE NORMATIVE ASPECTS OF CULTURE (optional unit)

CONCEPT: This unit is a brief introduction and analysis of the normative aspect of culture.

RATIONALE: This discussion and analysis of cultural norms is offered to provide a context for the student to be able to better analyze and understand the court setting in a socio/cultural context and (together with a unit on socialization) be able to analyze and understand possible gaps in a deaf clients perception of societal norms.

BOOKS AND MATERIALS: None

TEACHING METHOD: Lecture, demonstration, and group discussion.

EVALUATION: The instructor will evaluate students understanding of the material covered by their participation in discussion and response to questions asked by the instructor.

A. Cultural Norms

  1. Definitions

    - a. Concepts of Expected Behavior
    - b. Set of Behavioral Expectations
    - c. Standardized

  2. Origin and Purpose

    - a. Organize Behavior so that Goals are Achieved
    - b. Maintains Order
    - c. Insures Predictible Relationships

B. Types of Norms

1. Formal

a. Laws

(1) Characteristics

(a) Written
(b) Backed Up by Force

(2) Purpose

(a) Maintain Social Order

2. Informal

a. Characteristics

(1) Unwritten
(2) Must be Learned Through Interaction With Society

b. Folkways - Customs

(1) Customary Expected Behaviors

(a) Examples:

1) Table Manners
2) Dress
3) Greeting/Leave Taking
4) Please/Thank You
5) Tipping

(2) Customs to Passing Fads
(3) Customary Ways are Learned
(4) Purpose:

(a) Maintains Social Order
(b) Promotes Group Solidarity

c. Mores

(1) Behavior Deemed Necessary For The Functioning Of Society
(2) Deem Acts Moral/Immoral

(a) This Culture-(Most Mores Laws):

1) Profanity: Obscenity That is Not Illegal

UNIT VI: MINORITY GROUP DYNAMICS

CONCEPT: This unit is a discussion of basic sociological theory of minority groups and the application of this theory to the Deaf community.

RATIONALE: The student shall have a better understanding of the Deaf community's relationship within the larger dominant society.

BOOKS AND MATERIALS:

Sagarin, Edward. "From the Ethnic Minorities to the Other Minorities". The Other Minorities. Edward Sagarin, Ed. Waltham, Mass.: Gin & Co., 1971. pp. 1-20.

McCay, Vernon and Bernard Makowsky. "Deafness and Minority Group Dynamics". Deaf American.

Rose, Peter. They and We. 4th ed. Random House, 1981.

TEACHING METHOD: Lecture and class discussion as well as required readings.

EVALUATION: The instructor will evaluate the students' comprehension of the material during in class student participation, as well as the final paper.

A. Minority Group Characteristics

    1. Definition
    2. Four Basic Criteria that Define the Minority Condition

        a. Minority Characteristic
        b. Prejudice and Discrimination
        c. Depersonalization
        d. Internalization

    3. Additional Factors for Deaf Minority Condition

        a. Cultural vs Pathological View
        b. Different Cultural group than Parents
        c. Control of Language

B. Oppression and the Deaf Community

    1. Determinants of Successful Minority Group

        a. Self Determination
        b. Positive Self Image

    2. Application to Deaf Community
    3. Implication of Additional Factors of Deaf Minority Condition

        a. Pathological View
        b. Lack of Cultural Buffer
        c. Lack of Role Models
        d. Chanel Deprivation

C. Domination and Discrimination

1. Minority Group Response to Domination and Discrimination
   - a. Passive Acceptance
   - b. Aggression
   - c. Self Segregation
   - d. Acculturation
2. Application to the Deaf Community
3. Personality Characteristics Associated with Characteristic Responses
   - a. Self Hatred
   - b. Alienation
   - c. Exaggerated Sensitivity
   - d. Escape
4. Application to the Deaf Community

UNIT VII: SOCIALIZATION

CONCEPT: This unit is a discussion and analysis of the socialization process and its connection to language. A brief introduction to role theory is included in this unit.

RATIONALE: The student shall be able to apply the material offered in this unit to the assessment setting. The student shall also have a clear understanding of the role of interpreter and be able to articulate this to the client and/or court should it be necessary to do so.

BOOKS AND MATERIALS: None

MATERIALS TO BE DEVELOPED: Videotape vignettes of a diverse sample of deaf individuals displaying varying degrees of experiential deficits.

TEACHING METHODS: Lecture, discussion, videotape presentation.

EVALUATION: The instructor shall evaluate the students' comprehension of the material covered during class discussion. Additionally, evaluation will be made on the final paper and in other units of the course where this background information shall be applied.

A. Definition

1. Process By Which Individual Learns and Adopts Behavior Patterns Necessary for Successful Adaptation to His/Her Environment.
2. The Transformation of a Biological Organism to a Human Entity With Identity.
   - a. As a Life Long Process
   - b. Not Automatic
   - c. Not Evolving From Inborn Potentials
   - d. Requires Interaction and Group Experience

B. Socialization and Language

  1. Impossible Without Language

    a. "Language Gives The Child A Mind." Mead
    b. Symbolic Interaction

C. Normal Primary Agents of Socialization Generally

  1. Family and Significant Others
  2. Other Agents of Socialization

    a. School
    b. Church
    c. Peer Group
    d. Clubs

D. Primary Agents of Socialization for the Deaf Individual With Hearing Parents

  1. Peer Group
  2. Deaf Adults
  3. Other Agents of Socialization for the Deaf Individual With Hearing Parents

    a. School
    b. Family
    c. Church
    d. Clubs

E. What Is Taught?

  1. Norms (Connect Unit On Normative Aspect)

    a. Folkways
    b. Mores
    c. Laws

  2. Roles and Status

    a. Core of Social Structure

  3. Status

    a. Definition

      (1) Position Occupied In Society Based on Role

    b. Characteristics

      (1) Ascribed

        (a) Race
        (b) Social Class
        (c) Nationality
        (d) Religion

- (2) Achieved
    - (a) Policeman
    - (b) Husband
    - (c) Doctor
    - (d) Age

F. Societal Roles

1. Definition
    - a. Behavior Expected or Required of a Person who Occupies a Certain Position In Society
2. Characteristics
    - a. Made Up Of Norms
        - (1) Norms are learned Through Learning Roles and Acting them Out.
    - b. The Entire Socialization Process Is Involved In Teaching Roles
        - (1) Examples:
            - (a) Employee
            - (b) Race
            - (c) Student
            - (d) Parent
            - (e) Child
            - (f) Class
    - c. We All Perform Multiple Roles
        - (1) Example:
            - (a) Children
                - 1) Peer Role
                - 2) Parent-Child Role
                - 3) Sibling Role
                - 4) Student Role
                - 5) Housekeeper Role (Older Children)
    - d. Role Implies Behavioral Expectations
        - (1) Examples:
            - (a) Doctor
            - (b) Lawyer
    - e. Roles Pattern Behavior Into Predictable Relationships

(1) Examples:

(a) Mother/Child
(b) Doctor/Patient
(c) Lawyer/Client

f. Roles Are Unsed to Coordinate and Organize Our Activities

(1) Examples:

(a) Classroom
(b) Courtroom

g. A System Of Social Roles

(1) Unwritten Code of Ethics
(2) Reciprocal Rights and Obligations

(a) Illustrations:

1) The American Family

a) Mother
b) Father
c) Child A
d) Child B

2) The Court Setting

a) Judge
b) Lawyer-Defense
c) Lawyer-Prosecution
d) Defendant
e) Plaintiff
f) Interpreter

G. Role Conflicts

1. Ways a Role Conflict Can Happen

a. Competing Status (Competing Rights and Obligations)

(1) Illustrations:

(a) Judge and Wife in for Ticket
(b) Doctor and Familty Member as Patient
(c) The Interpreter and Family Member
(d) The Interpreter for the Defense and Court

b. Inaccurate Perception of the Role (By Either Party)

(1) Illustrations:

(a) Arab Man Dating American Girl
(b) A Backslapping Doctor

(c) The Too Friendly Interpreter
(d) The Too Sensitive Interpreter

(2) Discussion:

On the Necessity of an Accurate Perception Of Role As Reason for Exchange of Biographical Information on First Meeting.

(Application in Assessment Setting)

(3) Application To Cross Cultural Perception of the Interpreter.

c. Inadequate Performance of Role or Inadequate Preparation for the Role

(1) Illustrations:

(a) High School Kid Asking for Date Before Ready
(b) Not Knowing How to Behave in a Fancy Restaurant or Other Formal Circumstances
(c) Man Forgetting Wife's Birthday
(d) Interpreter Underqualified for Assignment and Continuing with it

2. Role Failure

a. Principle Causes

(1) Lack of Definition
(2) Inadequate Preparation
(3) Changing Demands of Society
(4) High Expectation Levels

b. Application to Interpreting

(1) Need for Definition of Interpreters Role
(2) Need for Adequate Preparation Before Application
(3) Examine Expectation Levels

H. Inherent in The Socialization Process--Conformity

1. Rules Make Social Order

a. Cultural Norms

2. Ability to Anticipate Behavior Makes Social Order

a. Roles
b. Status

UNIT VIII: THE HUMAN AND CULTURAL DIMENSIONS: PERCEPTIONS OF THE INTERPRETER

CONCEPT: This unit is a presentation of various perceptions of the role of interpreter. This is illustrated by a cross cultural comparison as well as selected examples within the court setting.

RATIONALE: The interpreter as a facilitator of intercultural communicaiton is viewed by the separate cultures in separate ways. Additionally the interpreter is perceived in many different ways within the social system of the court. This unit is offered to provide a better understanding of the interpreter role in a socio/cultural context. The student shall be able to better analyze their position in relation to the client and the court.

BOOKS AND MATERIALS:

"The Man or Woman in the Middle". An Introduction to Intercultural Communication. Chapter 9.

Murphy, Harry J. "Perceptions of Deaf Persons and Interpreters of the Deaf of an 'Idea' Interpreter".

Greenberg, Joanne. "Comstock". In This Sign. Chapter One. (Suggested Reading)

MATERIALS TO BE DEVELOPED: A videotape presentation of a collection of interviews with deaf individuals and their opinions and past experience with interpreters. Specific attention will be paid to the legal setting.

TEACHING METHODS: Lecture, discussion, videotape presentation, selected readings, and guest lecturers.

EVALUATION: The instructor will evaluate students' comprehension during class participation. Further evaluation will occur in units on assessment, as well as the final paper.

A. A Cross Cultural View of the Interpreter (Within The Context of The Courtroom)

   1. Possible Hearing Views of the Interpreter

      a. As Provider of Full Communication
      b. As Machine
      c. As Conduit
      d. As Hero/Missionary/Helper
      e. As Expert On Deafness

   2. Possible Views of the Interpreter by a Deaf Client

      a. Ambivalent - Necessary Evil

         (1) Need for Communication
         (2) Need Individual Independence As Well

b. Trust

(1) As An Interpreter In Control Of The Communication
(2) As A Hearing Person In General
(3) As A Member of Deaf Community

(a) Confidentiality
(b) Possible Personal/Professional Conflict

(4) Suspicion of Interpreters Motivations (More Applicable to Non-Native Interpreters)

c. Implications

(1) Interpreter Role - Who Interpreting For (Court, Counsel, Police, Client?)

(a) Deaf View
(b) Hearing View

B. Deaf and Hearing Views of an Ideal Interpreter (H. Murphy)

1. Deaf View
2. Hearing View

SUGGESTED REFERENCES AND READINGS

The following weekly division of the use of printed resources will depend on the individual training facility's time frames and semester structure.

WEEK 1

Baker and Padden. American Sign Language: A Look at Its History, Structure, and Community.

"How Hearing Loss is Classified". They Grow In Silence. pp. 33-34.

"Who Speaks for the Deaf?"

Cokely and Baker. "Sign Language in the 20th Century: A Chronology". Sign Language and The Deaf Community p. xv.

Woodward. "Sociolinguistic Research and American Sign Language: An Historical Perspective". Sign Language and The Deaf Community. p. 117.

Lane. "Notes For A Psycho-History of American Sign Language".

Fromkin and Rodman. "What Is Language?" An Introduction to Language.

Vernon and Makowsky. "Deafness and Minority Group Dynamics".

Schein. The Deaf Community.

Schein and Delk. The Deaf Population of the United States.

Woodward. "Some Handy New Ideas on Pidgins and Creoles: Pidgin Sign Language".

WEEK 2

Groce. "Everyone Spoke Sign Language Here". Natural History.

Padden. "The Deaf Community and the Culture of Deaf People". Sign Language and the Deaf Community.

Woodward and Markowics. "Language and the Maintenance of Ethnic Boundaries in the Deaf Community".

Romano. "The Silent Party". Mother Jones Magazine.

Lane, Harlan. The Wild Boy of Aveyron.

Holcomb, Roy. Hazards of Deafness.

WEEK 3

Jacobs. Deaf Adult Speaks Out.

DuBow, Sy. "Public Law 94-142". American Annals of the Deaf.

WEEK 4

Galloway. "Les Miserables". Readings on Deafness. Pub.

Erting. "Sign Language and Communication Between Adults and Children". Sign Language and the Deaf Community. p. 159.

Stevens. "Education in Schools for Deaf Children". Sign Language and the Deaf Community. p. 177.

Kannapell. "Personal Awareness and Advocacy in the Deaf Community". Sign Language and the Deaf Community. p. 105.

Garretson. "The Residential School". The Deaf American.

Garretson. "The Least Restrictive Environment". The Deaf American.

Cokely. "Sign Langauge: Teaching, Interpreting, and Educational Policy". Sign Language and the Deaf Community. p. 137.

Greenberg. "Comstock". In This Sign. Chapter One.

Additional materials on interpreting to be handed out.

McCay, Vernon and Eugene D. Mindel. They Grow In Silence. NAD.

Markowicz. "Is Signed English Really English?" Perspectives and Options.

Battison and Cogen. "The Implications of Teaching ASL As A Second Language". Deafpride Papers.

Norris. ed. Letters From Deaf Students.

Schlesinger and Meadow. Sound and Sign.

Moores. Educating the Deaf: Psychology, Principles, and Practices.

WEEK 5

Battison. "Signs Have Parts: A Simple Idea". Sign Language and The Deaf Community. p. 35.

Bellugi. "How Signs Express Complex Meanings". Sign Language and The Deaf Community. p. 53.

Baker. "Sentences in American Sign Language". Sign Language and The Deaf Community. p. 75.

Markowicz. ASL Fact and Fancy.

Cokely and Baker. American Sign Language.

Klima and Bellugi, eds. The Signs of Language.

Battison. Lexical Borrowing In American Sign Language.

Stokoe. "Sign Language Diglossia". Studies in Linguistics.

Casterline, Croneberg and Stokoe. Dictionary: American Sign Language.

Stokoe. "Sign Language Structure: An Outline of the Visual Communication Systems of the American Deaf". Occasional Papers 8. University of Buffalo.

WEEK 6

Klima, Bellugi and Lentz. "Wit and Plays on Signs".

Fant and Miles. Sign Language Theater and Deaf Theater: New Definitions and Directions.

Klima and Bellugi. "Poetry and Song in a Language Without Sound". Signs of Language.

Miles. Gestures, Poetry in Sign Language.

WEEK 7

Woodward. "How You Gonna Get to Heaven If You Can't Talk with Jesus: The Educational Establishment vs The Deaf Community".

Trybus. "Sign Language, Power, and Mental Health". Sign Language and The Deaf Community. p. 201.

Vernon and Estes. "Deaf Leadership and Political Activism".

Information Sheet--Section 504 or the Rehab. Act of 1973. National Center for Law and the Deaf.

Myers, Lowell J. The Law and The Deaf. J.D.

Tidyman, Ernest. Dummy. Boston, Mass.: Bantam, 1974.

WEEK 8

Schwartz and Vernon. "Usher's Syndrome: A Disease That Causes Some Deaf People to Lose Their Sight".

Vernon. "Psychological and Social Dimensions of Usher's Syndrome".

Roehrig, Art. "Living With Usher's Syndrome".

Yoken, Carol. Living With Deaf-Blindness. National Academy of Gallaudet College. 1979.

APPENDIX L

DEAF/BLIND INTERPRETING

written and developed by

RITA DOMINGUE DEVRIES, CSC

Free Lance Interpreter/Consultant
Houston, Texas

in contract with

Interpreter Training Curriculum Development Project
Texas State Technical Institute-Waco

funded by

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Suggested Preparations, Activities, and Resources

Activity #1: Correct the pretest and do not return it to the student at the end of the class period. Record the student's grade. This pretest will be part of the final exam and can be handed back at the end of the module.

Objective #1: Provide something for the students to eat on their trust walk. For example: cereal, peanuts, marshmallows, etc. and put into small plastic bags. As the students are walking around, make notes as to:

1. How the deaf/blind persons are being guided.
2. The gait of the leader and the deaf/blind person.
3. Reactions of the deaf/blind persons to touching something.
4. How the deaf/blind person and the leader react and interact with each other.

Have the chalkboard or overhead projector ready to list student's reactions. After or during the discussion be sure to point out things you observed during their Trust walk and relate them to instances when you are working with a person who is really deaf/blind.

Here are some questions the teacher can ask to prompt discussion and get students to thinking:

1. How did you feel being the deaf/blind person?
2. How did you feel about your leader? Did you trust them?
3. What kind of sensations did you get tasting the food?
4. How did you react to meeting another person?
5. Were you ever frustrated? If so, why?
6. How did the floor and/or ground feel under you?
7. What did it feel like to touch something with your eyes closed?

8. How did you feel being the leader?

9. How did you feel about the deaf/blind person's reactions to you and your ability to lead?

10. How do you think your feelings compare to that of a person who is really deaf and blind?

Objective #2: If you can find a "mobility teacher," have them lecture to the class on mobility for blind persons.

Objective #3: The film is available through:

Commission for the Blind
Head of Staff Development
P. O. Box 12866, Capitol Station
Austin, TX 78711

Depending on availability and time the following activities can be used to enhance the student's knowledge of blindness and its causes and effects.

1. Have an opthamologist lecture on eye diseases and their effects.

2. Students can visit a school and/or center and/or agency serving deaf/blind persons.

3. Students can visit a school, center, and/or agency serving deaf/blind persons. If a visit is not possible, a representative from the school or agency can give a presentation.

Grade student's test. The student must pass with an 85 or above score. If the student does not pass, indicate his/her weak areas, provide time and space for further study and issue a retest.

PART III

Objective #2: For this activity, you should arrange for a section of the room to be used just for "equipment." It should include mechanical devices used by deaf/blind persons in communication, alphabet gloves, braille cards, etc. Help in locating these can be obtained by contacting an agency close to you. (See Texas Resources for Deaf/Blind Services). Also, give the handout on "Current Communication and Sensory Aids for the Deaf/Blind."

Now that you have practiced communication modes and seating arrangements, let's try adding a visual handicap. Keep in mind the things students have reviewed so far.

Objective #4: See "Code of Ethics" - suggested answers.

Objectives #5: If possible, invite people from the deaf community to participate in this activity. It will be good training for the interpreters and serve as consumer information for the community.

At the completion of this unit the following may be considered:

1. Have a "Deaf/Blind" Workshop in conjunction with your local RID Chapter.
2. Have a "Get-together" and invite deaf and deaf/blind persons to come. Let the students help in making the arrangements.
3. Have a "mini-mock" conference where students take on various roles such as interpreter, speaker, deaf/blind people. Try to make it as realistic as possible.

Instructor Options

1. You could "stage" and video-tape a deaf/blind interpreting situation and have the interpreter make errors on purpose. Have the student view the tape and record the mistakes.
2. Set up a mock situation where you have a "deaf/blind" person act in a variety of ways - i.e., using fingerspelling only, sign language, palm printing, etc. The "deaf/blind" person need not actually be deaf/blind. Also, have a speaker or audio tape available.
3. Critique the student on:
    a. mobility skills
    b. expressive interpreting/transliterating skills
    c. voicing skills
    d. overall performance

CODE OF ETHICS FOR DEAF/BLIND INTERPRETING

Suggested Answers - Objective #6, Student Activity Group Questions

1. Often deaf/blind people do not have the opportunity to meet with other people with whom they can communicate. The deaf/blind person may be so pleased with finding someone he/she can talk with, that they may just want to converse and get to know you.

   We talk about the great need for consumer education and here is a situation where some can be done. You could very simply explain your role --- "I am supposed to let you know what the speaker is saying. The speaker is still talking. Do you want me to continue interpreting and we can talk later and at the break I can look for Mike?" You are giving the decision making back to the consumer. Also, you are educating the consumer about the interpreter's role.

   Remember the situation said, "You rushed in at the last minute". If at all possible, try to avoid this. It does not tell us if the interpreter was called in at the last minute or if the interpreter knows ahead of time. Remember you need the "get acquainted--preparation" time. This could help to avoid such a situation.

2. Remember we spoke about the fatigue factor. It may be difficult for the deaf/blind person to "listen" for long periods of time. If the deaf/blind person makes the decision to rest--respect that decision. You might say, "O.K., I will still be seated here, just let me know when you want me to begin interpreting again".

3. During break times the interpreter needs a break too. In almost all other interpreting situations the deaf person is capable of getting his own coffee and cigarettes, that is not the job of the interpreter; but, be sensitive to this situaiton. Consider the following.

   a. The interpreter to the deaf/blind person, "The coffee and cigarette machine is not very far away, I'll be glad to lead you there".

   b. Interpreter--"Sure, I'll pick them up just before the break is over". (The interpreter can take his/her break and do this at the very end.)

   c. Interpreter--"I really need to go to the restroom. I'll ask someone here to get it for you".

   Do not tell the deaf/blind person "NO" or "That's not my job" or "The code of ethics says I'm not supposed to do that". Be courteous, considerate and use common sense.

PRE-TEST ANSWERS

1. Usher's Syndrome
2. Opthamologist
3. none of the above
4. T
5. F
6. F
7. F
8. F
9. T
10. F
11. T
12. F
13. T
14. F
15. T

Final Exam

Deaf/Blind Interpreting Module

Essay Questions

Directions: Write a brief essay on each and use a variety of resources, including information from class lectures.

1. If you were asked by someone to give them two state and two national places or people they could contact for information on deaf/blindness, what names would you give?

2. Name at least five "special considerations" you feel are necessary when interpreting for deaf/blind persons and explain why you feel each is important.

3. If someone said to you, "I have a cousin who is deaf. My aunt told me that she now has R.P. What does that mean and what will happen to her?" How would you answer them? (Remember you are not speaking to a physician or another interpreter who is familiar with R.P.)

4. How do you feel the Code of Ethics applies to interpreting for deaf/blind people?

Applying the Code of Ethics: In answering these questions, name at least three options.

1. You are interpreting one to one for a deaf/blind person in a meeting. The person has R.P. but can see your face within his/her visual field. Suddenly, the speaker announces that a film will now be shown and the lights will be turned off. What do you do?

2. You are called to interpret for a deaf/blind person who is going for a job interview. You both arrive at the office 15 minutes before the appointment. What types of things would you discuss?

3. You are voicing for a deaf/blind person who is delivering a speech to a group of social workers. suddenly, out on the street there is a loud crash--a bad car accident has occurred. Several people jump up and look out the window. What do you do?

4. You are called to a school to interpret for a parent/child/teacher conference. The child you are to interpret for is 10 years old and was a rubella baby. She still has limited vision and can hear some loud noises with the use of binaural hearing aids. For the first 10 minutes things are going well. Then the child begins looking around the room and becomes fascinated with a painting on the wall. All of her attention is now centered on the painting. What do you do?

Student Handbook

Deaf/Blind Interpreting

by

Rita Domingue DeVries, CSC

Texas State Technical Institute-Waco

Waco, Texas

1981

Deaf/Blind Interpreting/Student Handbook

This handbook is an instructional module for an interpreting student desiring to study and master interpreting with deaf/blind persons. The goal of this module is to guide you through the steps necessary for preparation to do deaf/blind interpreting. The key word here is preparation. You will learn basic information and knowledge of resources available to you in your community. This guide teaches you about mobility, causes of blindness, the various modes of communication, special considerations, and applications of ethical standards. This module is divided into six objectives outlined for you on the next page.

Some activities are individualized, but many activities are done as a group. Your instructor will probably suggest this module for groups of four or more. We encourage you to participate in seminars with your fellow students to benefit from a wide range of experience and expertise. Group discussions allow you to verbalize your thoughts and understandings of your interpreting training. This module is intended for a learning environment where you will have access to an instructor(s), seminar rooms, audio/video tape cameras, recorders, playback equipment, and library access.

The terminal goals are to be implemented as you do practicum and/or field experience in "live" interpreting situations. You must master the enabling ovjectives before you have successfully completed the module. The criteria for mastery is sometimes stipulated in your handbook; sometimes left to the instructor.

Most of the knowledge and skill goals for learning are clearly stated in this handbook. What is not stated, but emphasized greatly, is the desire for you to become a professional person, adhering to the standards and performances demanded of professionals in any field.

This module is yours to keep and use for future reference and resource.

Unit: Deaf/Blind Interpreting

Terminal Goal: Being exposed to an interpreting situation with a deaf/blind person, the interpreter will:

1. Determine and demonstrate the mode of communication to be used,
2. Arrange the surroundings for the maximum comfort of the deaf/blind person and the interpreter, and
3. Recognize and demonstrate the special needs of the interpreter and the deaf/blind person when interpreting in this situation and make any necessary adjustments.

Enabling Objectives: During this unit, the student will be able to:

1. Demonstrate heightened awareness, sensitivity, and knowledge of mobility of deaf/blind persons by participating in group activities.
2. Complete a written exam on the causes of blindness and how each cause effects the communication mode of the deaf/blind person with 85% accuracy or better.
3. List the catergories of deaf/blind persons and visually demonstrate the most common modes of communication.
4. Draw two or more sitting/standing positions necessary for deaf/blind interpreting.
5. Complete a written exam on special considerations when interpreting for deaf/blind persons with 100% accuracy.
6. On a written exam, suggest solutions for problems in an ethical manner with 90% accuracy.

PRE-TEST

Directions: Check the proper answer.

1. A genetic condition causing congential profound hearing loss and a progressive blindness due to retinitis pigmentosa is called

_____ Down's Syndrome _____ Usher's Syndrome

2. A specialist who deals with diseases of the eye is an

_____ Otolaryngologist _____ Optometrist _____ Opthamologist

3. Retinitis pigmentosa can be corrected by

_____ therapy _____ surgery _____ glasses _____ none of these

Place a "T" in the blank space before the statement if the statement is true and an "F" in the blank space if the statement is false.

_____ 4. When communicating with a deaf/blind person you should maintain eye contact, as you would in any other interpreting situation.

_____ 5. All deaf/blind people understand fingerspelling.

_____ 6. The only way to communicate with deaf/blind is with the use of braille.

_____ 7. When offering a deaf/blind person your arm, you should grab his arm.

_____ 8. When a deaf/blind person is walking alone, you should interrupt him and offer your help.

_____ 9. An interpreter's feelings and attitudes are transmitted when communicating with a deaf/blind person.

_____ 10. You should always try to have the deaf/blind person learn you method of communication.

_____ 11. When walking with a deaf/blind person let him hold onto you.

_____ 12. A deaf/blind person should always be assisted when getting into the car.

PRE-TEST (continued)

_____ 13. A deaf/blind person can handle his own finances.

_____ 14. Deaf/blind people are not provided with any services.

_____ 15. Deaf persons can serve as interpeters to deaf/blind persons.

16. Draw two seating or standing arrangements to be used when interpreting for deaf/blind persons.

17. List three areas of special considerations when interpreting for deaf/blind persons and explain why each is important.

Information and Objectives

Interpreting for deaf/blind persons presents many challenges. The skills you have learned in previous modules will be used in this interpreting situation but additional skills and knowledge are needed for this unique interpreting situation.

The following is a step by step process from meeting to actually beginning to interpret for a deaf/blind person.

OBJECTIVE #1: SENSITIVITY, AWARENESS AND MOBILITY.

Although we use the term deaf/blind it is not totally accurate. Just as we talk of a group of "deaf" people, we understand that some of those people may in fact be "hard-of-hearing." Thus, we are actually speaking of a group of "hearing impaired" individuals. So too, when we speak of "blind" persons we, in actuality, mean "visually impaired" persons. However, in interpreting when we speak of "hearing impaired/visually impaired individuals" we simply use the term "deaf/blind persons."

Student Activity #1

Go to the instructor and get a copy of the pre-test. After completing the test, return to the instructor and go on to OBJECTIVE #1.

Have you ever had your back turned and someone comes up behind you and taps you and you "jump"? - a surprise reaction because you were not expecting anyone. This is similar when a deaf/blind person is met with a quick touch. The instant reaction is to think something is wrong and to move their hands and arms around trying to locate the source of the touch. They may become frightened not knowing the reason for the quick movement.

In meeting a deaf/blind person, touch them on the hand or elbow and keep your hand on them! Let the deaf/blind person indicate to you how he/she wishes to communicate. The person may take hold of your wrist and move your hand into their line of vision (if they have vision) or spell into your hand or hold your one hand and indicate he wants the other.

Group Activity: "TRUST WALK" #2

Each person in the class will participate in this opening activity. First of all, pair off with a person in the class whom you do not know very well. You and your partner will go on a "trust walk." Each of you will take turns being a deaf/blind person and a leader. During your 20 minute walk (10 minutes per person) the leader must:

1. Introduce the deaf/blind person to someone else and tell the deaf/blind person their name.

2. Have the deaf/blind person eat something.

MOBILITY

As you can see mobility is very important when working with a person who has a visual problem.

When you are walking with a deaf/blind person, you become their eyes. Keep a look out for things that could be harmful to the person, watch for low branches or trees, a book or purse they could trip over, or a closed door they could run into.

Group Activity (continued)

3. Have the deaf/blind person feel an object.

Afterward meet back with the entire class for a discussion of how and what you felt being the leader and being the deaf/blind person. There are THREE KEY THINGS TO REMEMBER:

1. No talking.
2. Do not open your eyes when acting as the deaf/blind person.
3. The leader must be alert so as not to injure the deaf/blind person.

After every one has had a turn being the deaf/blind person and the leader, jot down some notes as to your feelings about acting in both roles.

Paired Activity

Get with a partner and practice walking, sitting, standing, going through doors, getting into a car, etc. with a deaf/blind person. Again, one of you will be the leader for ten minutes and the other deaf/blind person.

1. As you walk, let the deaf/blind person take hold of your elbow. Your arm should be bent and resting comfortably just above your waist.

2. Walk around for a while, be careful to look for things that could be injurious to the deaf/blind person. Now go through a door. When you get to the door open it slightly and then hold it with your foot. Take the "free" hand of the deaf/blind person (the one not holding on to your elbow) and place it on the door knob or bar. Let the deaf/blind person continue to open the door. The leader should watch to make sure it does not slam behind them. Practice going through several types of doors, i.e., doors that open in, doors that open out, sliding doors, doors with knobs, and those with bars, etc.

3. Now practice going up and down stairs. At the bottom or top of the stairs, stop and pause for a minute and if there is a handrail, direct the person's free hand to it. If there is no rail, you can spell "stairs" to the person to let them know what's ahead or take their hand and slightly press it each time you are about to step.

At first, you may seem very awkward doing these activities, it will take time. But, it is important to be aware of these extra special needs that must be considered and at the same time be aware of the deaf/blind person's need for independence. Do not do things for the deaf/blind person that they can do for themselves. At times it may be appropriate to offer your help and if the deaf/blind person refuses, let THEM take the responsibility.

Paired Activity (continued)

4. When the person is to be seated, walk to the front of the chair and either place their hand on the back of the chair or the seat. The deaf/blind person will be able to seat themselves.

5. After the person is comfortable, tell them something about their surroundings. For example, how large the room is, how many people are there, where the speakers are, what's going on at the time, where refreshments are located, and VERY IMPORTANT where the restrooms are located.

6. When you are walking with a deaf/blind person through a crowded or narrow area, they may need to be directly behind you. In that case, drop your elbow and swing your arm behind your back. The deaf/blind person will know to get behind you. Afterwards, swing your arm to the original position and the person will move to your side and slightly back.

7. When a deaf/blind person is getting in a car, open the door first. Then, put the deaf/ blind person's hand on the top frame of the car. This is so the person can judge the height of the car and not bump their head. The other hand can go on the seat of the car.

OBJECTIVE #2: CAUSES OF BLINDNESS AND THE EFFECTS ON THE MODE OF COMMUNICATION.

Before going to the phase of actually practicing the interpreting techniques, the following is required reading:

1. Guidelines on Interpreting for Deaf/Blind Persons. (L. Di Pietro. Washington, D.C., Gallaudet College, Public Service Programs, 1978.)

2. American Annals of the Deaf--"A Review of Communication Systems Used by Deaf/Blind People." (Part 1, 1979a pages 720-725; Part 2, 1979b pages 808-809; Part 3, 1980 pages 9-10.)

3. American Annals of the Deaf--"Communication Variables Associated with Hearing Impaired/Vision Impaired Persons." a pilot study, 1979, pages 419-422.

4. Seminar on Deaf/Blindness for Interpreters for the Deaf. (St. Augustine, Fl., Florida State School for the Deaf and Blind; 1979.)

5. Handouts from the instructor.

Group Activity

As a group, view and take notes on the film "Not Without Sight."

OBJECTIVE #3: KNOW THE CATEGORIES OF DEAF/BLIND PERSONS AND THEIR MODES OF COMMUNICATION.

NOTES

Let us know and look into the types of deaf/blind persons and their preferred mode of communication.

1. Persons born deaf/blind

A large number of congentially deaf/blind children are the results of rubella during the mother's pregnancy. Often, these children have additional handicapping conditions other than the deafness and the blindness, for example: mental retardation or deformed limbs. The way you would interpret for such a person would depend on their educational background. Such persons will mostly likely use some form of manual communication, i.e., fingerspelling, and sign language. However, they may also be familiar with braille.

Student Activity

After all of these readings are completed and studied and based on what we have covered thus far, go to your instructor for an exam based on materials covered to this point. If you pass this exam with an 85 or above, continue to the next portion. If not, you must take a retest and pass with at least an 85.

2. Persons born deaf and become blind

Because these people had their vision for a period of time, they will more than likely depend on a form of manual communication, i.e., fingerspelling, and/or sign language. If the deaf person was aware of his decreasing vision, he/she may have learned braille while still having some vision. However, for the sake of speed and comprehension, they would probably prefer manual communication when using an interpreter. If the deaf person was raised orally, they may use the Tadoma method.

3. Persons born blind and become deaf

Since this group of people had their vision loss first, it is likely that they learned braille. After the loss of their hearing they would probably continue to feel most comfortable with using braille. They may also want to learn the Tadoma method.

4. Persons who become deaf and blind as a result of traumatic accidents, injuries, or diseases

Persons in this group will vary greatly but one thing for sure they will be comfortable with English. Therefore, they may prefer the Rochester method so they can get all of the information fingerspelled in English. They may also choose to learn braille.

4. Persons who become deaf and blind as a result of traumatic accidents, injuries, or diseases (cont'd)

If a person has lost sensitivity in their hands or just in their fingers a variety of ways can be used, i.e., palm printing, alphabet glove. Of course, some of these techniques are slow and tedious and often a lot of repetition is involved. The interpreter must be sensitive to this and the frustration the deaf/blind person may experience in not being able to fully understand.

It is important to remember that every deaf/blind person has individual needs. Depending on their background they may be very independent and have beautiful communication skills. On the other hand they may be extremely dependent and have very limited communication skills. The interpreter must be sensitive to these various and use common sense and good judgement when interpreting for such persons.

Student Activity With a Partner

Before practicing the various modes of communication try to experiment with seating arrangements. Get with a partner and each of you get a chair. Try using chairs with arms and without arms, to see which is most comfortable for both of you. (Refer to your handouts if you need additional help on these methods of communication.)

Practice using the following methods of communication.*

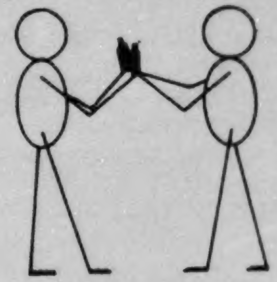
1. Fingerspelling only
2. Sign Language and fingerspelling
3. Palm Printing
4. Alphabet Glove
5. Braille Print
6. Braille Alphabet Card
7. Written--Large Printing
8. Tella-Touch
9. Oral Communication
10. Two-handed Alphabet
11. Lorm Method
12. Combined Methods
13. Tadoma

*When practicing use some of your practice audio tapes or just converse if you prefer.

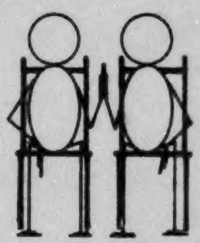
OBJECTIVE #4: SEATING ARRANGEMENTS.

Study the following seating arrangements:

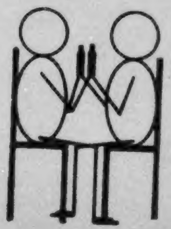
1. Interpreter and deaf/blind person face each other.



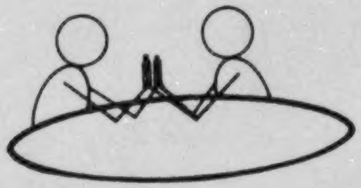
2. Interpreter and deaf/blind person sit side by side.



3. Interpreter and deaf/blind person sit side by side facing opposite directions.



4. Interpreter and deaf/blind person sit around the table--the deaf/blind person puts her/his elbow(s) on the table.



The answer is to miminize FATIGUE. Deaf/blind interpreting is a most fatiguing job, not only for the interpreter but for the deaf/blind person as well. In platform interpreting a 30-minute limit is suggested for a fast-paced lecture or speech. However, for deaf/blind interpreting this is virtually cut in half. The back and arms can quickly tire under the weight of a person's hands, especially if the seating is poorly arranged. In using some of the communications where sign language and/or fingerspelling are not used, the time could be extended.

Student Activity: Get a partner and practice seating arrangements.

Why do you think the seating arrangement is so important?

____

____

____

In some cases the deaf/blind person may be standing while you are interpreting. This would more than likely be while you are interpreting a conversation or perhaps the deaf/blind is giving a speech.

In the first case you may try a couple of arrangements: (This would be for people using manual communication.)

1. Stand face to face with the deaf/blind person; or

2. Stand at the side of the person and fingerspell into one hand.

If you are voicing for a deaf/blind person during a speech be certain to ask him where he would like for you to be. He may want you to sit off to his side and situate yourself so that you can see his signs clearly. Or he may want you to sit directly in front of him. Work this out between the two of you so that you, as the interpreter, can see clearly. At the same time decide how he wants you to clue him on things. For example:

> If you make a mistake or miss something. Suggestion: A tap on the hand or a slight touch of his elbow.

What about large and small group interpreting? More than likely most of the deaf/blind interpreting will be one to one. However, if you are faced with a group of people who still have some vision, you may have more than one person you are interpreting for. In such a case, try to center yourself in the group and ask the deaf/ blind people to arrange their chairs to where they can best see you. Be sensitive to the lighting in the area and adjust you seat accordingly.

Student Activity With a Partner

This activity will again be done with a partner. Each of you get a white sheet of paper (about tablet size) and roll it into a tube. It will look similar to a megaphone: one end will be wider than the other.

Each person takes a turn looking through their tube while the other person signs. The person signing can choose to interpret an audio tape or simply discuss a topic they enjoy.

Try different distances and different areas of the room to vary the lighting. Look through both ends of the tube to get a feeling for the varying fields of vision. This is to give some idea and feeling for the person who has retinitis pigmentosa.

Next...

Each of you get a piece of plastic that is wide enough to stretch over both eyes. Start looking through one layer and have your partner sign or interpret something as you did with the tube. As the person is signing begin folding the plastic until you have several layers.

This should give you a feeling for the distorted vision of a person who has cataracts or diabetic retinopathy.

OBJECTIVE #5: SPECIAL CONSIDERATIONS WHEN INTERPRETING FOR DEAF/BLIND PERSONS.

As you have seen in previous chapters, clothing, makeup, lighting, etc. are ALWAYS important no matter the type of interpreting situation you are in.

When interpreting for deaf/blind persons be especially alert and note the following:

1. Contrasting Clothing. It is important to remember to always contrast your clothing color with your skin tone. In deaf/blind interpreting be aware of this in the neck area. For example: If you are light skinned person and you wear a navy shirt, but put a white turtle neck under the blue top it will have a negative effect. The light will pick up the white and cause a very harsh glare. For a person with R.P. or glaucoma, it will make it very difficult or maybe impossible to see.

2. Lip Coloring. For a person with a visual problem the lips may still be very important. Therefore, be certain to use a lip color that will contrast the skin. If the person has no vision at all you may still choose to use a gloss to keep the lips moist.

3. Jewelry. Avoid using heavy neck, wrist, or hand jewelry. Not only is it distracting and can cause glare but it can also be dangerous. Heavy rings can cause scratches and numerous rings can make fingerspelling and its understanding difficult. Also, be aware of long sharp nails--they can cause discomfort.

4. Personal Hygiene. This is something that most people think is silly to mention. But at the same time find it something they had not given much thought to. Because of the closeness, in some deaf/blind interpreting situations, be aware of your body hygiene and how it effects the other person.

  a. Use deodorant and practice good health habits.

  b. Go easy on heavy perfumes. Try using a light fragance sparingly.

  c. If you are a smoker or if you have just had a meal which contained lots of onions or garlic, try to be sensitive to the person you will be interpreting for. Carry along a toothbrush or use a mouthwash or mints. In most interpreting situations there will be some distance between you and the deaf person; in deaf/ blind interpreting this is not always the case.

5. Maintain Eye Contact. Although the deaf/ blind person may be unable to see you, you should still look to them for facial clues. A blank expression could mean that the person is not really following you, be aware of head nods that can denote understanding, look for facial expressions or head movements that may indicate the person wants to tell you something. Facial clues are very important as they may be telling you something that the person is verbalizing.

OBJECTIVE #6: THE CODE OF ETHICS AND INTERPRETING FOR DEAF/BLIND PEOPLE.

Within the past five years there has been a revision of the interpreter's ethical code. The first code, written around 1964, has been revised and updated to reflect the changes within the field. One of the changes has been to clarify the purpose and the use of code of ethics. As stated in the 1980 R.I.D. Convention proceedings, "Interpreters must always consider the Code of Ethics as principles. In many ways the Code of Ethics is a code of good common sense."

The key words are "good common sense." When you are interpreting for a deaf/blind person, always be aware of the code and its application in conjunction with the sensitivity and good judgement you should use.

Student Activity

This is best done as a group discussion. If you have a group of at least four people, meet with the instructor for a discussion of the situations below. If you are working individually, write out your response and give them to the instructor for reviewing.

How would you as the interpreter respond to the following situation? Try to look at each situation in a variety of ways.

1. You have rushed in at the last minute to interpret for a deaf/blind person who is participating in a conference. You sit down and introduce yourself to the person and he gives you his name. You proceed to interpret the speaker, who

Student Activity (cont'd)

is giving a welcome address. Suddenly, the deaf/blind person removes his hands from yours and asks where you are from and then asks if you can see his friend "Mike" in the room. What do you do?

2. You are interpreting in a religious situation. The ceremony has gone on for about an hour and the minister now gets up to speak. After a half hour the deaf/blind person tells you he/she is really tired and removes his/her hand from yours and sits quietly. The minister continues to talk. What do you do?

3. You have been interpreting for a deaf/blind person in a meeting and the speaker announces a break. The deaf/blind person asks you to get him/ her a cup of coffee and a pack of cigarettes. What do you do?

OBJECTIVE #7: THE HEARING IMPAIRED PERSON SERVING AS A DEAF/BLIND INTERPRETER.

Deaf people can serve as interpreters for deaf/blind persons and often do an excellent job. In such cases, a hearing interpreter serves in an expressive capacity. The deaf interpreter takes the information from the expressive interpreter and conveys to the deaf/blind person.

When working in the capacity of the expressive interpreting, make certain that your signs are clear and the fingerspelling is slow and clear. It is important to maintain contact with the deaf person to get feedback on your speed and clarity.

Student Activity

Get into groups of four and each of you take turns as an expressive interpreter, speaker, deaf/blind person and deaf interpreter. For the deaf/blind person and the deaf interpreter put a cotton plug into your ears to mask out some of the sound.

See the instructor for a final written exam for the completion of this module and instruction on taking a skills exam.

FINAL EXAM (Written and Skills)

NATIONAL AGENCIES

1. The National Center for Deaf/Blind Youths and Adults
   111 Middle Neck Road
   Sands Point, NY 11050

2. The Hadley School for the Blind
   700 Elm Street
   Winnetka, IL 60093

3. John Tracy Clinic
   806 West Adams Blvd.
   Los Angeles, CA 90007

4. The Office of Public Service Programs
   Gallaudet College
   Kendall Green
   Washing, D.C.

5. National Retinitis Pigmentosa Foundation
   Rawling Park Building
   8391 Wandall Circle
   Baltimore, MD 21207

6. National Registry of Interpreter for the Deaf
   814 Thayer
   Silver Spring, MD 20910

7. Local Divisions fo Vocational Rehabilition Centers and Services for Deaf/Blind Children
   Bureau of Education for the Handicapped
   Department of Health, Educaiton, and Welfare
   Washington, D.C. 20202

DEAF/BLIND INDIVIDUALS

1. Mr. Harry Anderson, Vocational Education
   Florida School for the Deaf and the Blind
   St. Augustine, FL 32084

2. Mr. Art Roehrig
   Public Service Programs
   Gallaudet College
   Kendall Green
   Washington, D.C. 20002

3. Mr. Richard Kinney
   Hadley School for the Blind
   700 Elm Street
   Winnetka, IL 60093

4. Mr. Robert Smithdas
   Helen Keller National Center
     for Deaf/Blind Youth and Adults
   111 Middle Neck Rd.
   Sands Point, NY 11050

SOURCES OF INFORMATION

STATEWIDE

Individuals

1. Lil Browning
TCSHI, Inc.
Goodrich Center for the Deaf
2500 Lipscomb Street
Fort Worth, TX 76110

2. Dick Bell (Deaf/Blind Person)
231 Barnburgh Drive
San Antonio, TX 78216

3. Bill Johnson
Head of DHR Handicap Services
700 Steves
San Antonio, TX 78204

4. Dennis Dildy - ESC, Region XX
1550 Northeast Loop 410
San Antonio, TX 78209

5. Steve Barrett, Director
Helen Keller National Center
1111 W. Mockingbird Lane, Suite 1540
Dallas, TX 75247

6. Eileen Brookes (Deaf/Blind Person)
2800 Del Curto Rd.
Austin, TX 78704

AGENCIES

1. Texas Commission for the Deaf
P. O. Box 12904
Capitol Station
Austin, TX 78711
512/475-2492

2. Criss Cole Rehabilitation Center
4800 N. Lamar
Austin, TX 78756

Articles and Publications

Ashmore, Susan. "Deaf/Blind." *KACCD Newsletter*. May, 1980.

Facts About Deaf/Blindness. Public Service Programs. Washington, D.C.: Gallaudet College. (pamphlet)

Usher's Syndrome: Retinitis Pigmentosa and Deafness. Public Service Programs. Washington, D.C.: Gallaudet College.

Vernon, McCay. "Usher's Syndrome: Problems and Some Solutions," *Hearing and Speech Action*, September - October.

Communication Devices

Current Communication and Sensory Aids for the Deaf/Blind (Prototype and Production). National Center for Deaf/Blind Youths and Adults. April, 1974.

TEXAS RESOURCES FOR DEAF/BLIND SERVICES

ABILENE

Blind Commission
310 North Willis
Abilene, TX 79603

AMARILLO

Blind Commission
804 South Bryam
Suite 201, Urban Bldg.
Amarillo, TX 79016

Information and Referral of United Way
Suite 601, Fisk Bldg.
Polk and 8th
Amarillo, TX 79101

AUSTIN

Capitol Area Rehabilitation Center
919 West 28 1/2 Street
Austin, TX 78705

Boy Scouts of America
7540 Ed Bluestein
P. O. Box 15505
Austin, TX

MHMR - Austin - Travis County
Information and Crisis Hotline
2434 Guadalupe
Austin, TX 78705

BEAUMONT

Beaumont City Health Dept.
950 Washington Blvd.
Box 3827
Beaumont, TX 77704

Beaumont Family Outreach
1310 Broadway
Beaumont, TX 77704

United Appeals Central Services
Information and Referral
650 Main Street
P. O. Box 1430
Beaumont, TX 77704

BIG SPRING

Dora Roberts Rehabilitation Center
Box 981
Big Spring, TX 79720

BROWNFIELD

DEBT Outreach Training Staff
1804 Gillham
Brownfield, TX 79316

BRYAN

Blind Commission
1706 - C Eact 29th
Bryan, TX 77801

TEXAS RESOURCES FOR DEAF/BLIND SERVICES (cont'd.)

CORPUS CHRISTI

Blind Commission
4410 Dillion Lane
Suite 20
Corpus Christi, TX 78415

Crisis Invervention Center
P. O. Box 3075
Corpus Christi, TX 78404

Retinitis Pigmentosa Foundation
Corpus Christi Chapter, Inc.
Box 8388
Corpus Christi, TX 78412

Texas Employment Commission
520 North Staples
Corpus Christi, TX 78403

CROSBYTON

DEBT Outreach Training Staff
537 South Keith
Crosbyton, TX 79322

DALLAS

Collier Center for Communicaiton Disorders
1966 Inwood Road
Dallas, TX 75235

Carver Children's Clinic
Children and Youth Project
V.T. Health Science Center
3680 Holystone
Dallas, TX 75212

Dallas County Assoc. for the Blind
4245 Office Parkway
P. O. Box 64420
Dallas, TX 75206

Deaf Action Center
3115 Crestview
Dallas, TX 75235

West Dallas Youth Clinic
Children and Youth Project
V.T. Health Science Center
3131 Hampton Road
Dallas, TX 75212

DENTON

MHMR - Denton State School
Denton County Development Center
1203 North Fulton
Denton, TX 76201

FLOYDADA

DEBT Outreach Training Staff
208 South Main
Floydada, TX 79235

FORT SAM HOUSTON

Army Community Services
Army Cares for Its Exceptionalities
Bldg. 367
Fort Sam Houston, TX 78234

TEXAS RESOURCES FOR DEAF/BLIND SERVICES (cont'd.)

FORT WORTH

DHR - Region V
Regional Office
714 North Wastson Rd.
Box 5128
Arlington, TX 76011

First For Help
210 East 9th Street
Fort Worth, TX 76102

GALVESTON

Blind Commission
Port Holiday Mall
400 The Strand
Galveston, TX 77550

HASKELL

MHMR Abilene State School
Haskell Count Infant Stimulation Prg.
10 North Avenue D
Haskell, TX 79521

HOUSTON

Blind Commission
3935 West Leimer
Houston, TX 77027

Center for Multiple-Handicapped Children
3602 W. Dallas
Houston, TX 77019

Hermann Hospital
1204 Ross Sterling Ave.
Houston, TX 77025

MHMR - Harris County
3309 Richmond Ave.
Houston, TX 77098

KERRVILLE

MHMR - Austin State School
Kerr Special Opportunity Center
967 Jefferson
Kerrville, TX 78028

MHMR - Kerrville State Hospital
Outreach Center
425 Water Street
P. O. Box 1468
Kerrville, TX 78028

LAMESA

DEBT Outreach Training Staff
210 North 24th
Lamesa, TX 79331

LUBBOCK

Blind Commission
3440 Avenue H
Lubbock, TX 79404

DHR Lubbock
701 Main Street
Box 10528
Lubbock, TX 79408

MHMR - Denton State School
Lubbock Regional Genetics
Screening & Counseling
1220 Broadway
Suite 804
Lubbock, TX 79401

TEXAS RESOURCES FOR DEAF/BLIND SERVICES (cont'd.)

MIDLAND

American Heart Association
204 Andrews Highway
Midland, TX 79701

Texas Department of Human Resources
Midland County Child Welfare
P. O. Box 2880
2301 North Big Spring
Midland, TX 79701

NACOGDOCHES

Stephen F. Austin University
Department of School Services
P. O. Box 3019
Nacogdoches, TX 75962

ODESSA

Big Bend Memorial Hospital
801 East Brown
Alpine, TX 79830

Regional Day School for the Deaf
Box 3912
910 N. Lee
Odessa, TX 79760

State Commissionfor the Blind
208 West 5th
Odessa, TX 79761

PARIS

Lamar County Human Resources Council
625 W. Washington
P. O. Box 725
Paris, TX

PASADENA

Blind Commission
1015 East Thomas
Room 103
Pasadena, TX 77506

PORT ARTHUR

Orange County City Health Dept.
701 N. Second St.
Orange, TX 77630

Port Arthur City Health Dept.
648 5th St.
Port Arthur, TX 77640

POST

DEBT Outreach Training Staff
Route 3
Post, TX 79356

RICHMOND

Blind Commission
2100 Preston
Richmond, TX 77469

TEXAS RESOURCES FOR DEAF/BLIND SERVICES (cont'd.)

SAN ANGELO

Concho Valley Center
for Human Advancement
244 North Magdalen
San Angelo, TX 76903

Rio Vista Day Care Center
Tom Green County Community Action
510 West Avenue Z
San Angelo, TX 76903

Tom Green Community Action Council
Head Start Handicapped Consortium
234 West Beauregard, #207
San Angelo, TX 76903

West Texas Rehabilitation Center
128 South Magdalen
San Angelo, TX 76903

SAN ANTONIO

Birth Defects Evaluation Center
P. O. Box 7330, Station A
San Antonio, TX 78285

Blind Commission
1222 N. Main, Suite 711
San Antonio, TX 78212

Information and Referral Division
United Way
406 W. Market
San Antonio, TX 78205

MHMR - Bexar County
Children's Services and Adult Services
227 W. Drexel
San Antonio, TX 78210

STANTON

Martin - Glasscoek Neighborhood Center
P. O. Box 822
504 S. St. Francis
Stanton, TX 79782

TEMPLE

Bell County Rehabilitation Center
2000 West Marland Road
Temple, TX 76501

TEXARKANA

Texas Commission for the Blind
2605 Texas Blvd., Suite #101
Texarkana, TX 75501

TYLER

East Texas Lighthouse for the Blind
Rt. 14, Box 67
Tyler, TX 75707

MHMR - East Texas Regional Center
305 South Broadway
Tyler, TX 75702

MHMR - East Texas
Information and Referral Services
2000 West Gentry Parkway
Tyler, TX 75702

VICTORIA

Hear Foundation of Texas, Inc.
306 East Commercial
Victoria, TX 77901

WACO

Blind Commission - Waco
415 Lake Air
Waco, TX 76710

Central Texas Planned Parenthood
1121 Ross
P. O. Box 6308
Waco, TX 76707

EOAC - Head Start Child Devleopment
Center Handicap Consortium
622 North 17th Street
Waco, TX 76707

WINK

Permian Basin Planned Parenthood
P. O. Box 606
100 N. Langley
Wink, TX 79789

WITCHITA FALLS

Ear, Nose, & Throat Clinic
1622 11th Street
Witchita Falls, TX 76301

APPENDIX M

MINIMAL LANGUAGE SKILLS INTERPRETING

written and developed by

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Free Lance Interpreter/Consultant
Houston, Texas

in contract with

Interpreter Training Curriculum Development Project
Texas State Technical Institute-Waco

funded by

Texas Education Agency

Spring, 1981

MINIMAL LANGUAGE SKILLS*

Instructor's Guide

*This module assumes the student's communicative competence in American Sign Language.

Suggested Preparation and Activities:

Objective #1 Prepare handouts if needed

Objective #2 "Face-Passing"

1. scared
2. love
3. hate
4. jealous
5. frustrated
6. nervous
7. anxious
8. excited
9. happy
10. tired
11. lonesome
12. lonely
13. angry
14. furious
15. shy
16. embarrassed
17. sarcastic
18. suspicious
19. determined
20. puzzled
21. snobbish
22. disappointed
23. shocked
24. searching

"Show-Offs"

1. grandfather clock
2. roller coaster
3. stewardess
4. sandals
5. ant
6. shark
7. coffee pot
8. yellow
9. butcher
10. model

21. pearl
22. straw
23. weeds
24. detective
25. broccoli
26. Easter
27. cornflakes
28. high hurdles
29. Titantic
30. parrot

11. soldier
12. air
13. worm
14. rocket ship
15. UFO
16. jelly fish
17. bike
18. parade
19. dinosaur
20. Watergate

31. pirate
32. raisins
33. dictionary
34. dishwasher
35. cavity (tooth)
36. donuts
37. Abe Lincoln
38. heart attack
39. Mexican Jumping Bean
40. green beans

Objective #3 For student activity #6 and #7 try to locate an artist who can demonstrate simple drawings and help students learn techniques for simple drawings.

Suggested Readings:

Egolf, Donald B. and Sandra L. Chester. "Nonverbal Communication and the Disorders of Speech and Language." ASHA Journal, September, 1973, pp. 511-517.

Eisenburg, Abne M. and Ralph Smith. Nonverbal Communication. Bobbs-Merrill, 1972.

Ekman, Paul. Emotion in the Human Face. Pergman Press, 1972.

Fast, Julius. Body Language. Pocket Book, 1971.

Hill, Edward. The Silent Language. Pocket Book, 1971.

Harris, Thomas. I'm OK, You're OK. Avon Books, 1973.

Name___

STUDENT EXAM
Essay Questions

1. Define M.L.S. and explain it's meaning.

2. Name five forms of non-verbal communication and explain each.

3. What are at least four reasons why a deaf person may have limited English and ASL skills.

4. Name at least three communication characteristics of a deaf person with minimal

5. Name at least eight techniques for assessing communication skills and explain each.

Name________________________________

MLS MODULE

FINAL EXAM

1. Name the three key ideas to remember when drawing as a means of communication and explain why you feel each is important.

2. Remembering tips to use when drawing as a means of communication, respond to the following as if you were interpreting for a MLS deaf person:

   a. Ask the deaf person how they arrived for the appointment (car, bus, walked, etc.) and if anyone accompanied them.

   b. Ask the person if they ever attended school.

   c. Ask the person what type of jobs they have held in the past three years and how much money they made at each job.

3. What can you, as the interpreter, do to make a MLS deaf person feel relaxed and create a communicative atmosphere?

4. Name and illustrate, when appropriate, at least four ways to find out the maiden name of a MLS deaf woman you are interpreting for in a V.R. situation. You know the person's name is Mary Jones.

5. How would you respond to this situation?

You and an intermediary interpreter are called in to interpret for a MLS deaf person at a doctor's office. The appointment is at 1:00 in the afternoon. During the time in the waiting room, you find that the MLS deaf person has extremely poor vision in his left eye. As you enter the doctor's office you see this situation:

The doctor is sitting behind the desk, three chairs in front of the desk and sunshine pouring through the window behind the doctor. What would you suggest for the seating arrangement? Name at least two alternatives, illustrate and explain your reasons for the arrangements.

6. ETHICAL QUESTION -- A MLS deaf person wants to apply for SSI and you are called as the interpreter for her. Before going into the office you are in the waiting area with this young deaf woman and her hearing sister. You are able to establish communication but every once in a while the deaf girl uses a homemade sign that you do not know and when asked to spell the word, the deaf girl can only give one or two letters. You guess the word and then ask the hearing sister if you are correct. You observe that the hearing sister and the deaf girl communicate well.

Now, you and the deaf girl enter the office of the social worker. Everything is going fine until the social worker asks the deaf person about jobs she has held in the past and the reason she is not working now. The deaf person begins signing, but you realize about 75% of the signs are homemade and many of them are sign names for people with whom you are not familiar...What do you do? (Name at least three alternatives)

TEACHER MATERIALS

MLS FINAL EXAM

KEY

***Note

The following are responses to some of the questions proposed on the MLS final exam.

1. Part I. 1. Keep it simple. 2. Try to focus on one idea at a time. 3. Make the picture as clear as possible.

   Part II. The second part of this question concerning why a student feels each of the above is important would have to be teacher evaluated.

2. Again, this question would have to be teacher evaluated. Look for clarity, main ideas, use of color, simple lines, creativity, etc.

3. Look for an answer that incorporates the points in the first part of Objective #4.

4. Look for an answer that incorporates what the student should have learned in this module, i.e., using mime, drawings, pictures, signs, personal items, etc.

5. In this question the student's answer take in two major facts: (1) The sunshine coming in through the window, and (2) the visual problem in the MLS person's left eye.

6. In this question look for student's creativity and common sense approach. The student may respond by:

   a. Saying they would use their file of "simple drawings."
   b. Try miming.
   c. See if the deaf person can write or fingerspell the name(s) of the person(s) they are talking about.
   d. MOST IMPORTANT--ask the social worker if the sister could enter the situation and help out.
   e. Use of calendars or other time indicators.

MINIMAL LANGUAGE SKILLS INTERPRETING*

Student Handbook

This handbook is an instructional module for an interpreting student desiring to study and master interpreting in the minimal language skills (MLS) situation. The goal of this module is to guide you through the steps necessary for preparation to do minimal language skills interpreting. The key word here is preparation. You will learn basic information and use of communication tools available to you. This guide teaches you: meanings, characteristics of MLS persons, assessment, special needs, and time concepts. This module is divided into five objectives.

Some activities are individualized; but many activities are recommended to be done as a group. We encourage you to participate in seminars with your fellow students to benefit from a wide range of experience and expertise. Group discussions allow you to verbalize your thoughts and understandings of your interpreting training. This module is intended for learning environment where you will have access to an instructor(s), seminar rooms, audio/video tape cameras, recorders, and playback equipment, and library access.

The terminal goals are to be implemented as you do practicum and/or field experience in "live" interpreting situations. You must master the enabling objectives before you have successfully completed the module. The criteria for mastery is sometimes stipulated in your handbook; sometimes left to the instructor.

Most of the knowledge and skill goals for learning are clearly stated in this handbook. What is not stated, but emphasized greatly, is the desire for you to become a professional person, adhering to the standards and performances demanded of professionals in any field.

This module is yours to keep and use for future reference and resource.

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*This module assumes knowledge and communicative competence in American Sign Language.

Unit: Minimal Language Skills Interpreting

Terminal Goal: Given an interpreting situation with a deaf person having minimal language skills, students will be able to:

1. Assess the language level of the deaf person.
2. Determine the mode of communication to be used.
3. Be aware of the special needs in this type of interpreting and be able to make adjustments as needed.

Enabling Objectives: During this unit, the student will learn:

1. The meaning of Minimal Language Skills (MLS) and Minimal Language Competency (MLC).
2. Characteristics and backgrounds of persons having minimal language skills.
3. Assessing communication skills.
4. Be aware of the special needs of this group and the reasons for these needs.
5. Developing the concept of "time."

Introduction

Interpreting for deaf persons with minimal language skills is certainly a challenge. The challenge comes in learning and "de-coding" the person's language. The minimal language skilled deaf person does have a language, but it may be a combination of several languages or one that is self developed. MSL does not imply that the person has limited intellectual skills, although at times this may be true. Rather, that the person has limited LANGUAGE skills. For our purposes, the languages would be English and American Sign Language.

For the sake of consistency the term "MLS" will be used. However, in some areas of the country, you may hear the term M.L.C. which means Minimal Language Competency. M.L.S. and M.L.C. are one in the same.

OBJECTIVE #1: THE VARIOUS MEANINGS OF MLS OR MCL.

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1. For our purposes, the term refers to deaf people who are neither skilled in ASL or English, but who do have a communication system.

2. People who have limited language skills may use a "non-verbal" type of communication. Non-verbal refers to:

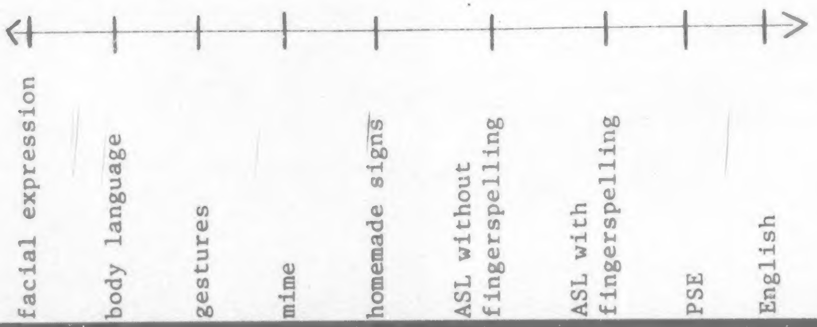
   a. the process of communication used to express ideas,
   b. ideas which are usually about that moment, and
   c. communication which does not employ a linguistic system.

3. Gestures are a form of non-verbal communication. The movements of the body which have limited spatial restrictions tend to remain stationary. No props are used.

4. Mime is also non-verbal communication. Here the movement of the body has no spatial restrictions and physical props can be used.

5. Homemade signs--these are signs known to the deaf person usually developed to communicate with persons in his/her immediate surroundings. The signs are usually iconic and serve to meet basic communication needs with people whom he/ she is in contact with on a daily basis. These people may include: family members, fellow workers, friends, church members, etc.

6. When you see the term MLS, try to think of the following continuum:


facial expression
body language
gestures
mime
homemade signs
ASL without fingerspelling
ASL with fingerspelling
PSE
English

OBJECTIVE #2: BACKGROUNDS AND CHARACTERISTICS OF PERSONS HAVING MINIMAL LANGUAGE SKILLS.

People can not be put into "nice, neat little packages!" Persons with minimal language skills are NOT the same. However, listed below are various reasons why a person may be considered to be minimal language skilled.

1. The person may be greatly socially deprived. Generally they do not assimilate into deaf or hearing communities.

2. They may be educationally deprived. They may not have attended school, not completed school, or may have entered school after the critical learning period. They may have been in an inappropriate educational placement.

STUDENT ACTIVITY #1: Using a dictionary and materials from your course on "Non-Verbal Communication for Interpreters." Look up and record the meaning of the following terms.

1. Facial expression.
2. Body Language.
3. Gestures.
4. Mime.
5. Pantomime.
6. Homemade signs.
7. ASL.

Also, see instructor for handouts.

3. They may have additional handicapping conditions, i.e., emotional, physical, and/or mental.

4. The deaf person may be from another country.

When communicating with a person who has minimal language skills, the following may be noted.

1. Communication of the MLS person tends to be in short sentences. The person may jump from one topic to another.

2. Sometimes the person will "parrot" or "echo" the interpreter. The interpreter may sign a question and the deaf person responds by repeating or re-signing the same question. If the interpreter writes a word to try and gain a response, for example: "name" the deaf person may simply rewrite the word "name."

3. The deaf person may look to the interpreter for facial clues, for example in a performance test situation, the deaf person may do a task and then look to the interpreter for approval or disapproval indicating to him/her that the move was right or wrong.

4. Abstract concepts are often difficult to relate. Concrete ideas, something that can be communicated by feel, touch, smell, and/or sight tend to be understood faster.

STUDENT ACTIVITY #2: As you can well see, "non-verbal" communication plays a significant part in interpreting for MLS deaf persons. Let's begin working on some of our non-verbal skills.

You'll begin with facial expressions and work your way to using signs.

For this first activity get with a group of people, the minimum number for a group is five and the maximum is seven. After you have your group select ONE person to go to the instructor for a list of words.

You are now ready to play "FACE PASSING." The object is to express a word using ONLY facial expressions. This is done by:

1. Have your group sit side by side of each other.

2. Have the first person, the one who has the list of words look at just ONE word. Meanwhile, all of the other group members should have their heads turned away from the first person. After the first person has seen the word, he/she taps person number two and gives that person the word in facial expression only (no verbalizing, no body language, no gestures, no signs)... Meanwhile, the other group members still have their heads turned opposite number two. Then person number two "face passes" the word to person number three and so on. When the last person is finished, he/she guesses the word, then the second to last person guesses the word and it continues until it gets back to person number one and they tell what the word actually is.

3. Things to note:

   a. Did everyone guess the same word? If not, why? Which persons facial expression changed the word? Why?

   b. Whose face was easy to read and why?

4. Continue until each person has the opportunity to be person number one.

STUDENT ACTIVITY #3: Now, using the same group as you did for "Face Passing" you will now play "SHOW-OFFS."

For this activity, you will again select someone to get a list of words from the instructor. In this activity, you will want to use facial expression and body language, but NO SIGNS.

Each time a person gets a word they will have one minute to try and have the group members guess the word. (Someone in the group will have to keep time.) If the person is unable to accomplish this after one minute, another of the group members gets up and tries his/her best to convey the word, this continues until the word is guessed. Each person should have at least three words that they try. At the end of the activity, get with the instructor and discuss the following:

1. Who was the best "actor"?

2. Why do you consider them the best?

3. What type of things did they do to make it easy for you to guess their word?

4. What type of facial expression did they use?

5. What type of body movements?

STUDENT ACTIVITY #4: Now that you have dealt with isolated words, try putting them into sentences. Once again use your group and remember NO SIGNS CAN BE USED.

Try communicating the following:

1. What is your name?
2. Where do you live?
3. What is your address?
4. Do you work?
5. What kind of work do you do?
6. Where do you work?
7. Do you enjoy your work?
8. How long have you worked at that job?
9. Are you married?
10. Do you have any children?
11. Do you drive?
12. Do you own a car?
13. Did you do to school?
14. Where did you go to school?
15. How long were you in school?
16. What are your hobbies?

As you can see these are simple questions, but not always simple to communicate. These questions can become frustrating when trying to communicate them to a person who does not have English or ASL skills. As you continue through the module, these questions will be referred to again.

Now that you have had the opportunity to practice using non-verbal communication let's apply it to recognizing a deaf person with Minimal Language Skills and adjusting our mode to do an effective interpreting job.

OBJECTIVE #3: ASSESSING COMMUNICATION SKILLS.

As you have learned in previous courses, it is very important to try to meet with the deaf person ahead of time before going into any interpreting situation. Meeting with a deaf person, who possesses Minimal Language Skills, is extremely important! As you converse with them, look for the following:

1. The amount of signs used.
2. The amount of homemade signs used.
3. The amount of fingerspelling used.
4. Lip movements--do they coincide with actual words or are they more "lip-sounds."
5. How much "parroting" does the deaf person do?
6. When the deaf person is unable to make his/her thoughts known, does he/she resort to writing, drawing in the air, drawing on paper, gesturing, miming, etc.
7. What is the attention span of the deaf person?
8. If the person is there with another person, how do they communicate?
9. When communicating, look for facial expressions that may denote comfort, agreement, understanding, nervousness, etc.

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As you have learned, family members should not serve as interpreters for their family. However, in the case of interpreting for MLS deaf persons they can be extremely valuable. As the interpreter you may want to double-check with them on signs the deaf person is using. It may be a homemade sign and you think you understand the meaning but you are not sure. For example: the deaf person's sign for his/her "father" may be tapping his/her head twice. In asking a family member you may discover that it is a sign the family uses because the father is a construction worker and wears a hard hat everyday.

Now that you have worked with movement and gross motor expression let's look at stationary techniques, i.e., writing and drawing.

When interpreting for an MLS deaf person and you are having difficulty using signs, gestures, mime, etc., try using a pencil and paper. This is something you should have in your "Interpreter's Kit." The paper should have lines and you should have a sharpened pencil with an eraser. Print the way you learned in grammar school! It is best to print because you may not know the educational background of the deaf person. If the person responds in cursive or script then you can begin using it. Take a few minutes and practice clear printing.

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____

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STUDENT ACTIVITY #5: You will now be tested on the materials covered thus far. Go to your instructor for a written exam. After completing the exam return it to the instructor for grading. You must pass this exam with an 85% or better to continue. If you do not pass, the test must be repeated.

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Another technique for communicating, which can be very effective is drawing. But the key to any type of drawing is:

1. Keep it simple.
2. Try to focus on one idea at a time.
3. Make the picture as clear as possible.

In using a drawing as a communication technique, do not be concerned about your artistic ability. The whole idea is communication. Here are some helpful tips when using drawings as a means of communication:

1. Start a picture and let the deaf person finish it.

2. Draw a picture and ask the deaf person what is wrong with it.

3. Show the person a few pictures related to the interpreting situation and see how he/she responds to them.

4. To find the person's address, a technique could be to draw a house with a number on it. Then ask the deaf person to draw his house and number. To get the street name, draw street signs; if the person lives in a rural area, draw a picture of mailboxes along a road.

5. Use crayons or colored pencils. The addition of color can add to communication.

6. Keep drawings simple. Stick figures are easy and clear.

7. People with minimal language skills often have trouble with the use of pronouns as reference points. Pictures can become these; reference points enhance communication.

OBJECTIVE #4: SPECIAL NEEDS ASSOCIATED WHEN INTERPRETING FOR MLS DEAF PERSONS.

Before effective communication can take place in any situation, there must be an atmosphere conducive to an easy and relaxed flow of exchange. But, when interpreting for MLS deaf persons, be even more sensitive to this. When meeting this person:

1. Smile and be friendly.
2. Try to bring out something that is special about the person.
3. Adjust you communication to meet his/her needs.

STUDENT ACTIVITY #6: Go to the instructor for a practice set of "Simple Drawings."

Note that these are divided into various sections, this is simply for the ease of locating them. Practice drawing these pictures on your own. Use your own creativity and try to improve on these drawings. Try creating some on your own.

STUDENT ACTIVITY #7: Begin now to develop a picture file. Include the ones given in "Simple Drawing," but develop your own. Pictures from magazines and coloring books can be used. In doing so, try to think of ways that the drawings could be helpful in interpreting situations: Vocational Rehabilitation, Religious, Medical, Legal, Educational, Social Services, etc.

Upon completion of this file, give to the instructor of a critique.

The key to everything is ACCEPTANCE. In the interpreting situation:

1. Treat the deaf person as an equal.

2. Do not downgrade his/her language.

3. Accepting a person's language means acceptance of the person.

OBJECTIVE #5: DEVELOPING THE CONCEPT OF "TIME."

Often, one of the most difficult areas to try to interpret is the concept of time. Many questions directed to a MLS deaf person involve, "How many years ago...?, "When do you want to begin...?", "What time...?", "When did you work...?", "Your next doctor's appointment is....

STUDENT ACTIVITY #8: Here's where your talent, imagination, and creativity come into focus. What type of things could you do?

1.

2.

3.

4.

If you have listed some of the following, you are off to a good start. You could:

1. Use a standard calendar.

2. Draw your own calendar.

3. Draw a clock with the hands indicating the time.

4. Use a real watch or clock and point to the time.

5. Mime sleeping and waking up each time counting on the fingers to indicate the number of days.

6. Showing your wallet and asking to see the papers in his/hers. Information in the wallet may have what you are seeking.

Number 6 can lend a tremendous source of information. But, remember a wallet is a PERSONAL item and is often the place for personal things. Never grab a person's wallet or purse. Let them flip pages or open compartments. The interpreter can simply read aloud or the hearing persons can copy the information found. Most often the information found in a wallet can be quite valuable.

Notes

In the actual interpreting situation, remember:

1. When the person nods his/her head, it may NOT mean understanding. Be sure to find a common sign to use when understanding is accomplished.

2. The interpreter must take an unbiased position. The code of ethics must be followed, yet remain sensitive to the situation and use common sense. For example: sometimes communication can be a "team effort" with the hearing person to establish communication.

3. The position of the interpreter in relation to the other parties involved is important in defining the interpreter's role. The interpreter should be as close to the speaker as possible. Often the deaf person will become dependent on the interpreter and look to them for answers because the interpreter has the communication skills. Remaining close to the speaker and continually informing the deaf person of the interpreter's role, can help to reduce this dependency.

4. Realizing the importance of being able to effectively communicate with a MLS person, an interpreter must be able to recognize when he/she can not do the job. If, after trying all of the techniques you have learned, you are unable to communicate then either get another interpreter or use an intermediary interpreter.

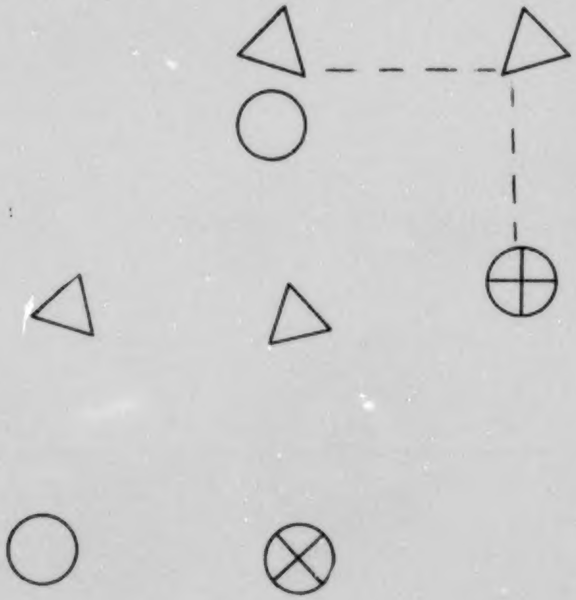
THE INTERMEDIARY INTERPRETER

The term is really self explanatory. It is an "in-between" interpreter, i.e., in-between you and the speaker. In such cases, the interpreter is usually but not all of the time, a deaf person. The interpreter could also be a hearing interpreter skilled in non-verbal communication.

In such cases the speaker's words are signed by the hearing interpreter to the intermediary interpreter and the intermediary interpreter signs, gestures, uses homemade signs, whatever, to the MLS deaf person. The MLS deaf person's response is signed by the intermediary interpreter to the hearing interpreter and the hearing interpreter vocalizes the information to the speaker.

In the placement of the intermediary interpreter, where do you think the intermediary interpreter should be positioned?

The intermediary interpreter will need to see the hearing interpreter and should be easily seen by the MLS deaf person. Therefore, the following are suggested seating arrangements.



STUDENT ACTIVITY #9: Get with three other people and practice role playing each person in a situation using an intermediary interpreter.

SUMMARY

As with any interpreting situation, MLS interpreting is unique. It stretches the mind of the interpreter and searches deep for the creativity that is often needed.

In this interpreting situation is probably the greatest doubt and wonder about the code of ethics. Whereas, in other situations you may have a common communication base, i.e., sign language, here you may have to experiment with several types of communication. Here you may have to make absolutely sure you understood correctly.

Interpreting for MLS persons is NOT for the inexperienced beginning interpreter. It is for the skilled interpreter who can handle the situation and the skilled interpreter who knows when to call in an intermediary or a replacement.

STUDENT ACTIVITY #10: FINAL EXAM

You will now go to the instructor for a copy of the final exam. This exam must be passed with a score of 85% or better. A score lower than 85% will mean a repetition of this module.

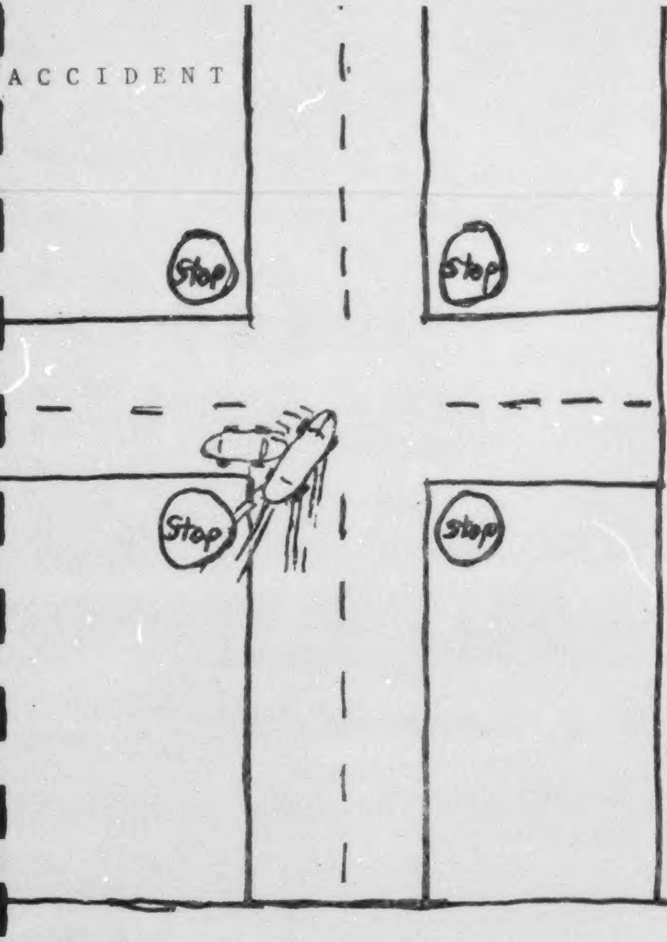
For this final exam you will need to bring extra drawing paper, colored pencils or crayons, and your "Simple Drawings" file.

DEPICTING

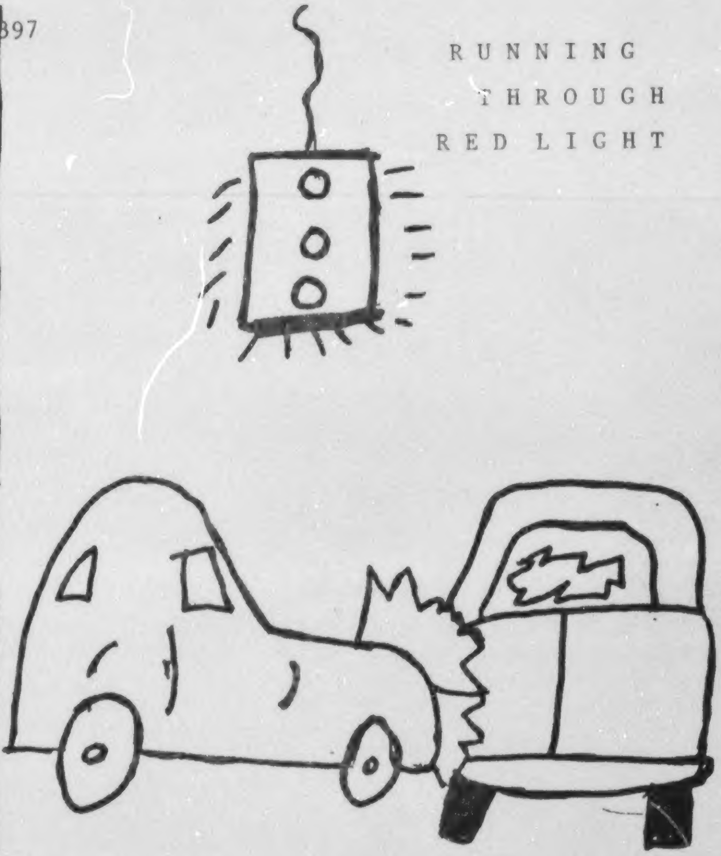
VARIOUS

INCIDENTS

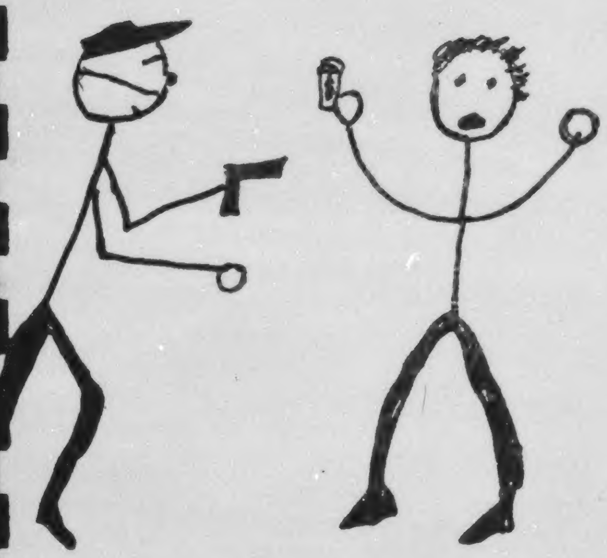
ACCIDENT


Stop
Stop
Stop
Stop

RUNNING THROUGH RED LIGHT

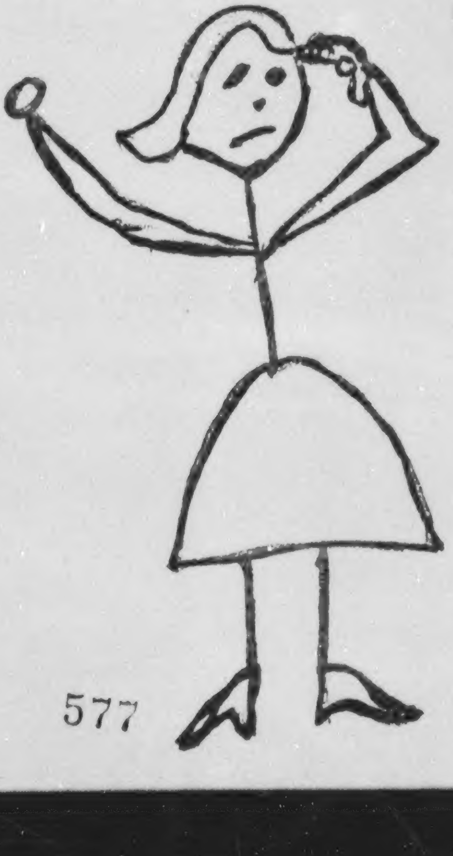


HOLD-UP



SUICIDE

(mime Gun)



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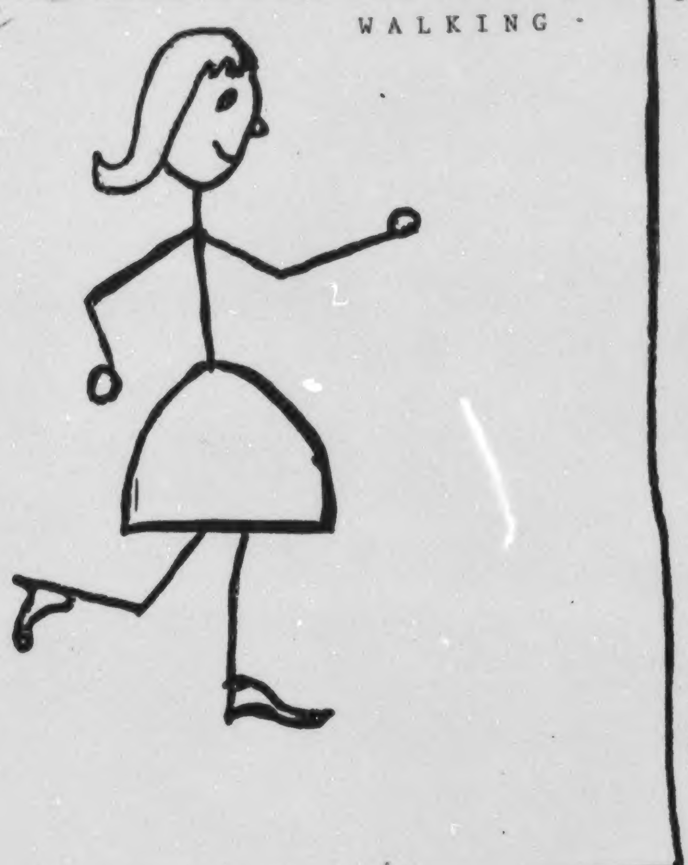
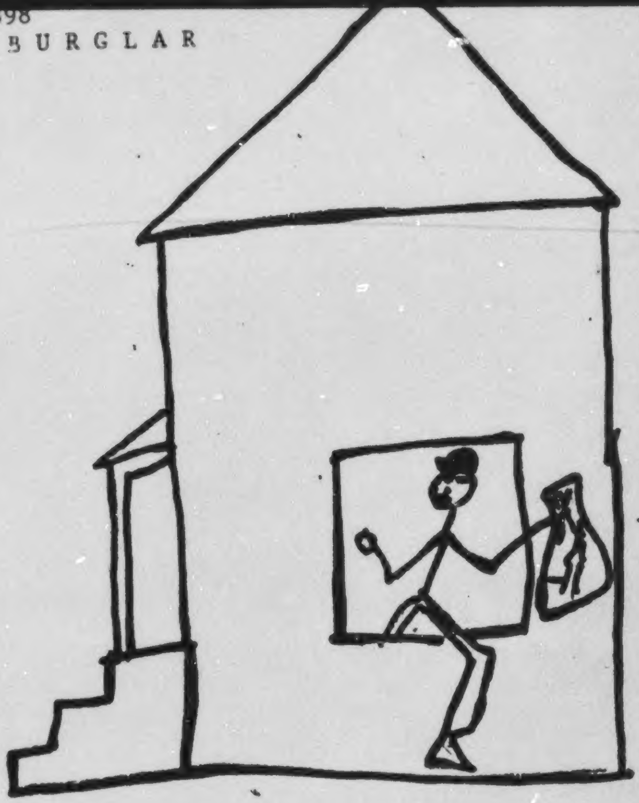
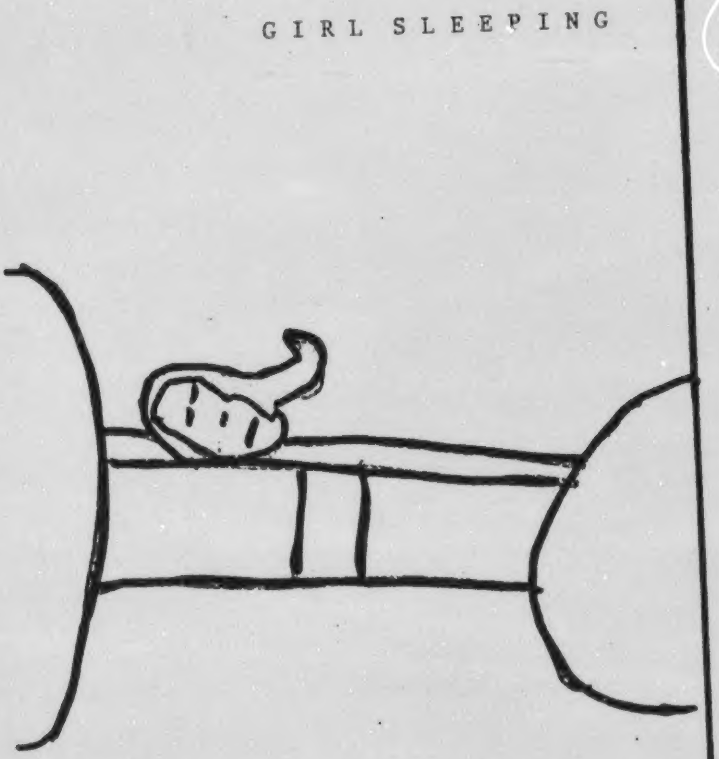
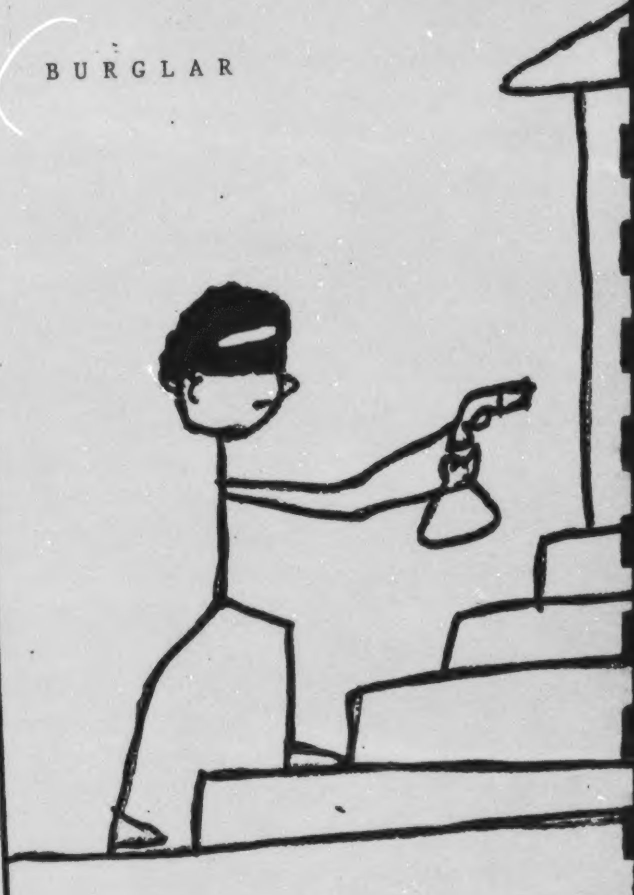
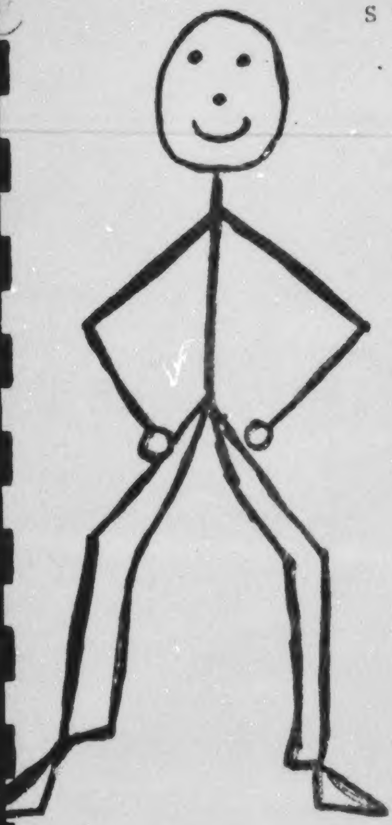


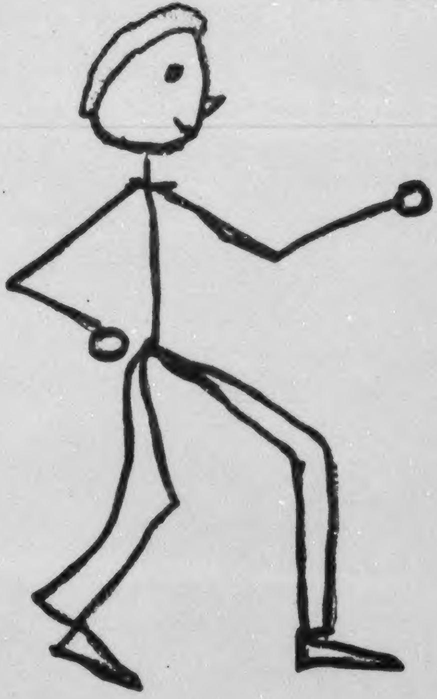



GIRL SLEEPING

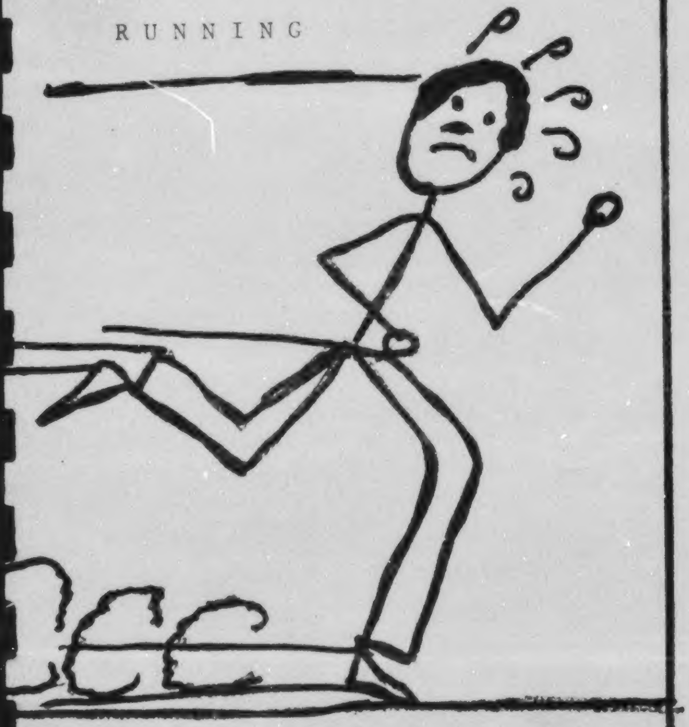




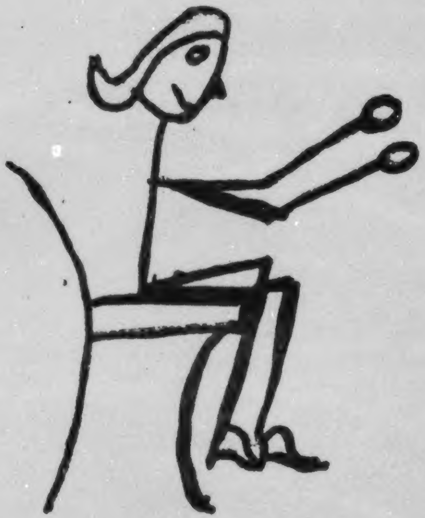
STANDING



WALKING

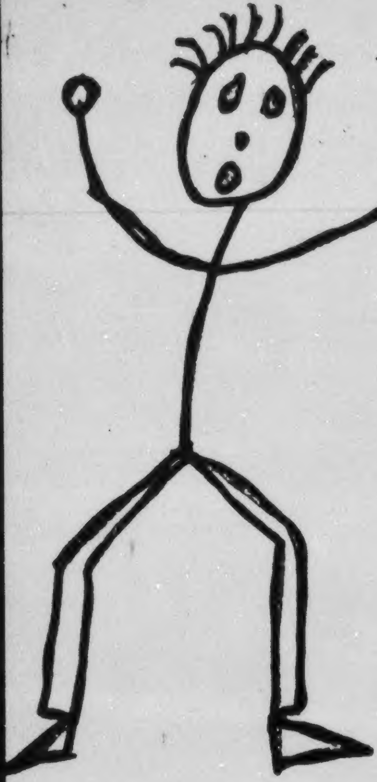


RUNNING

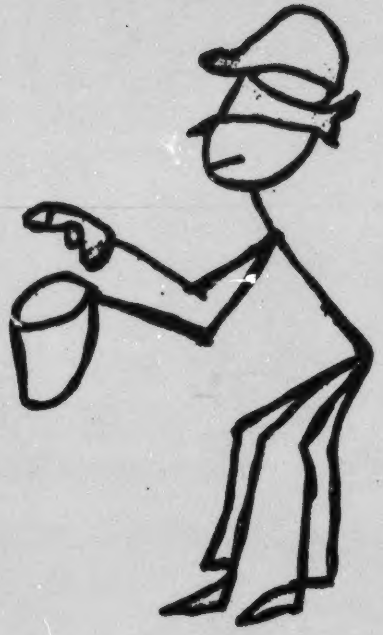


SITTING

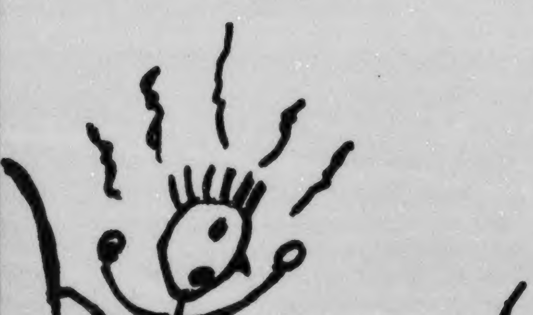
FRIGHT



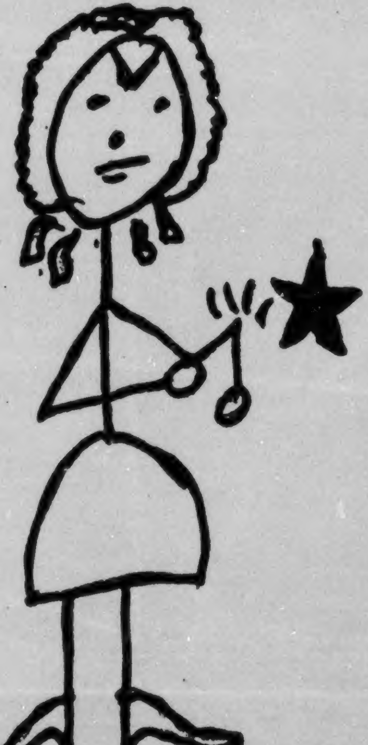
BANDIT



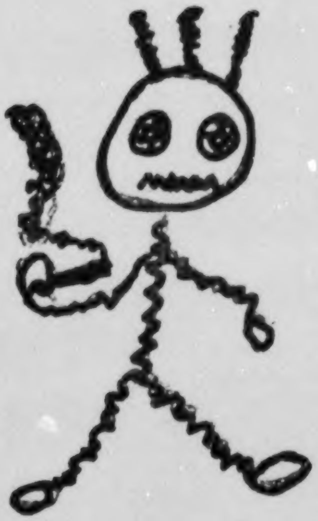
FRIGHT



BROKEN ARM



DRUGS



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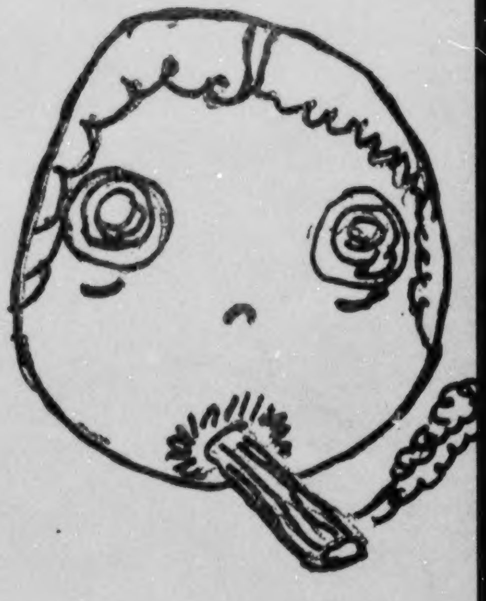
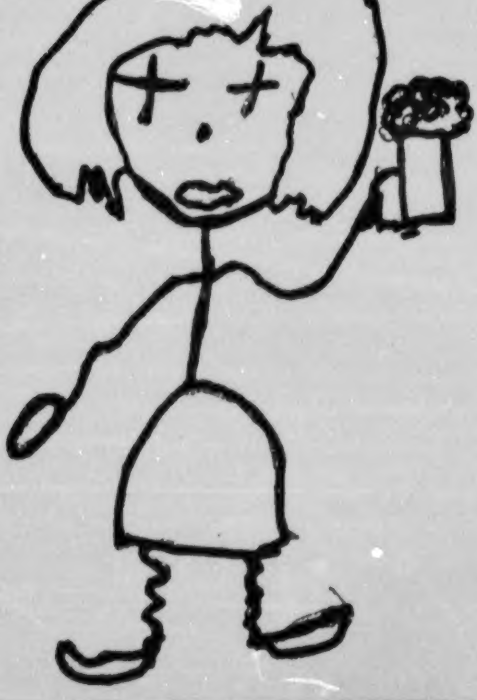
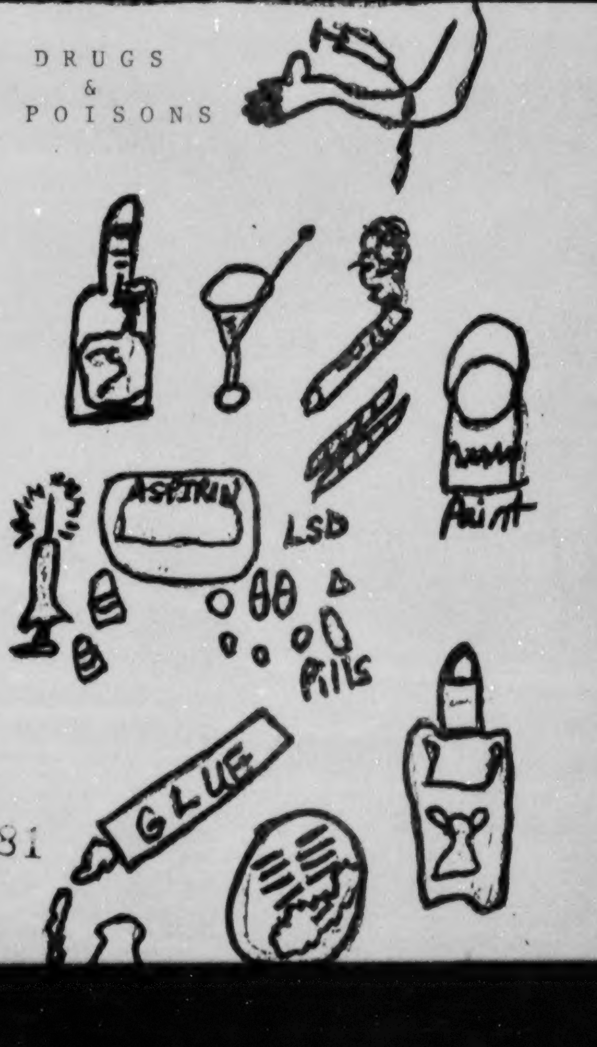
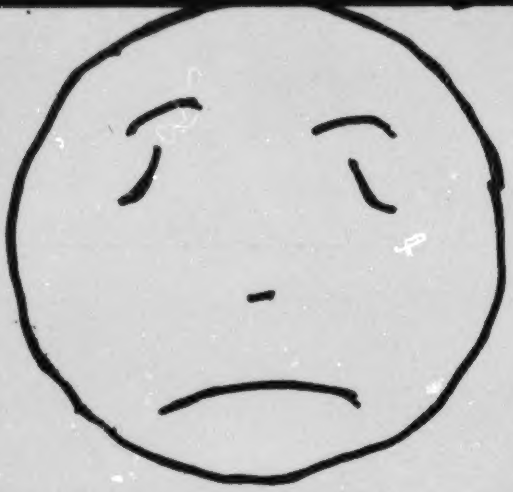


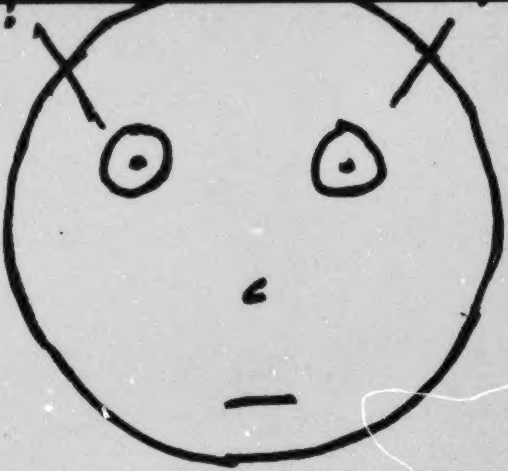
DRUNK



DRUGS
&
POISONS

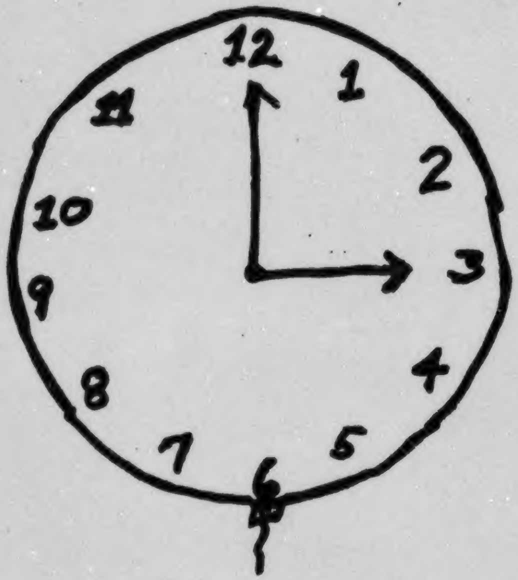

ASPIRIN
LSD
Pills
Paint
GLUE



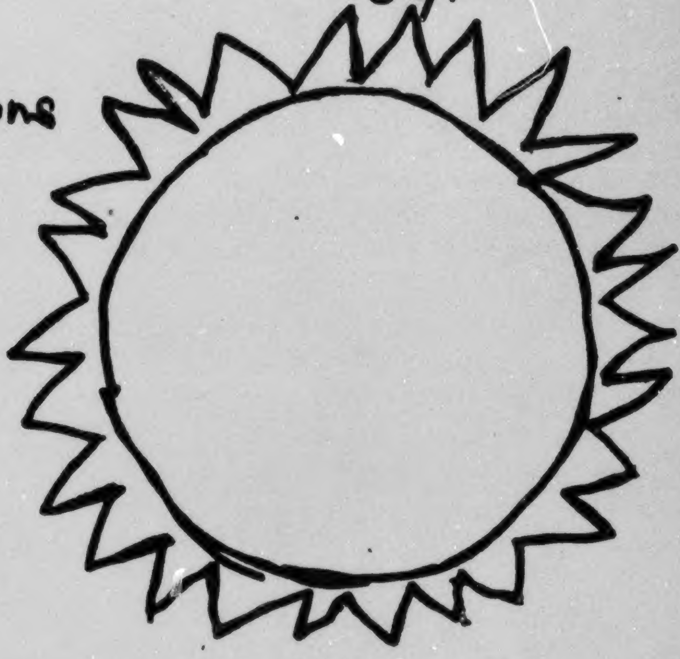


Time

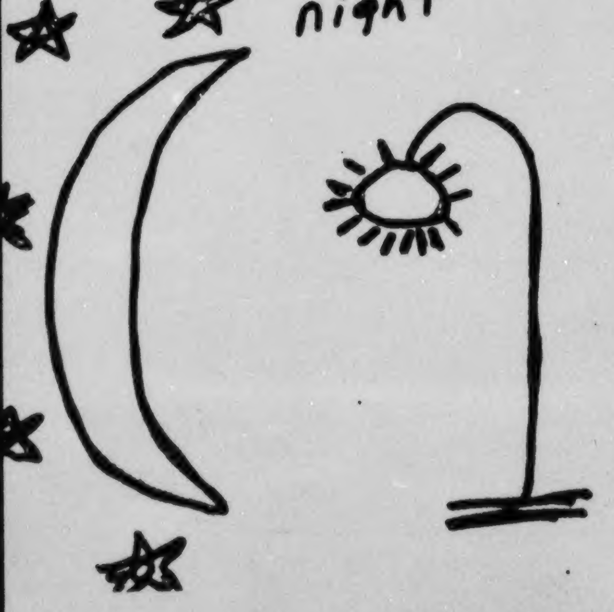
Time Indications



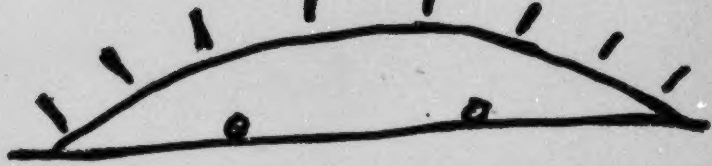
Day/sun

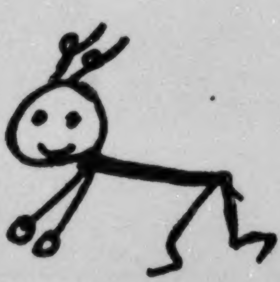


night



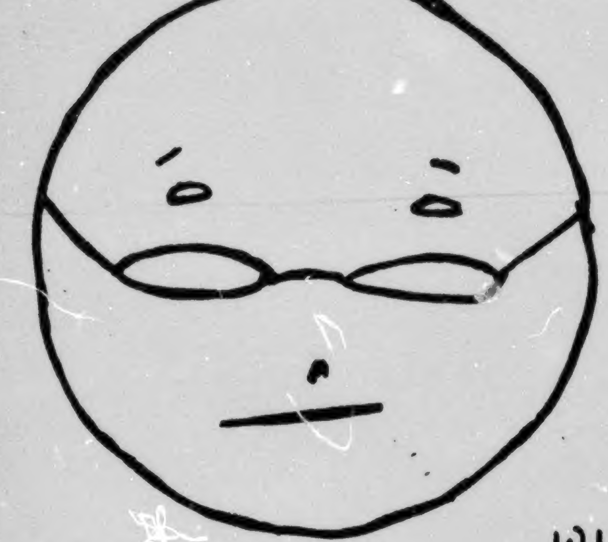
Dusk

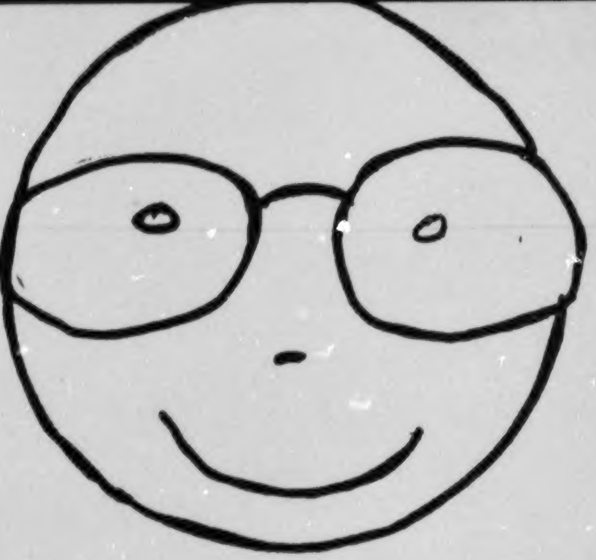




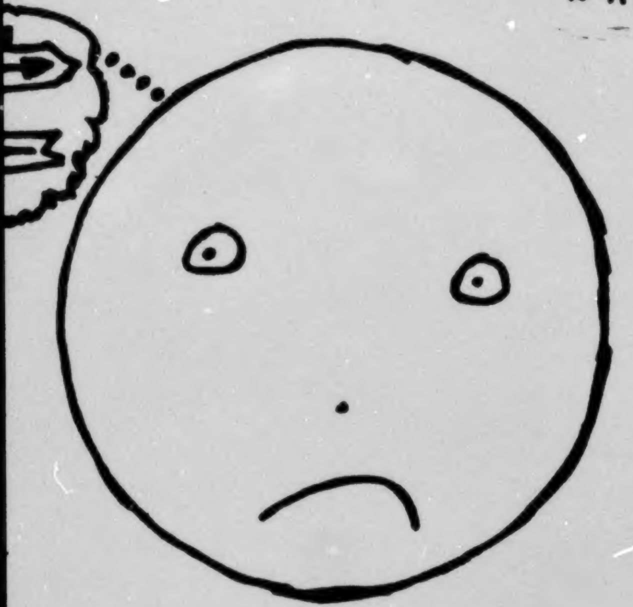
Baby

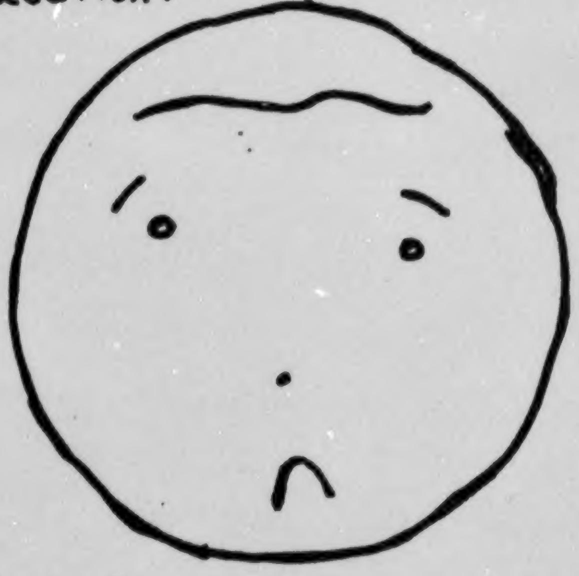
FACIAL EXPRESSIONS
&
VARIOUS FACES



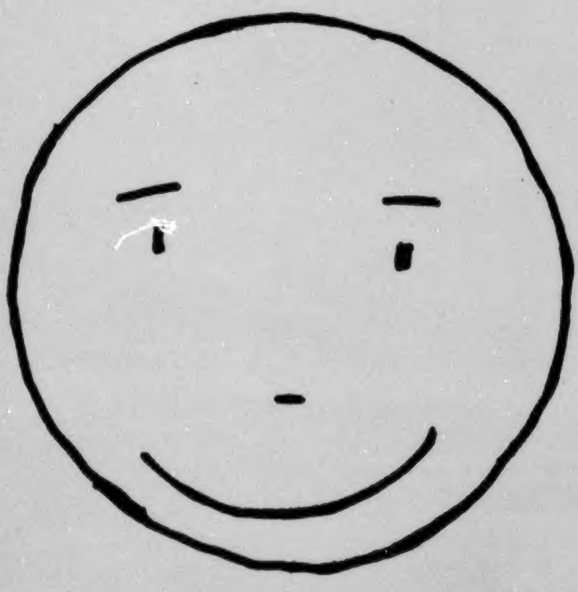


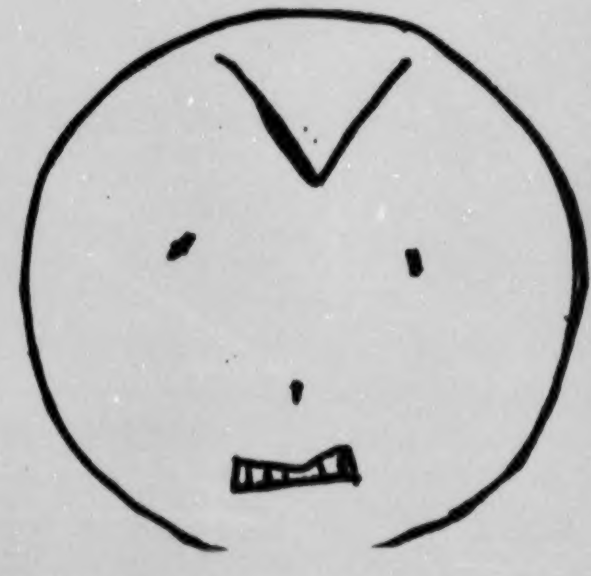
Which Direction?

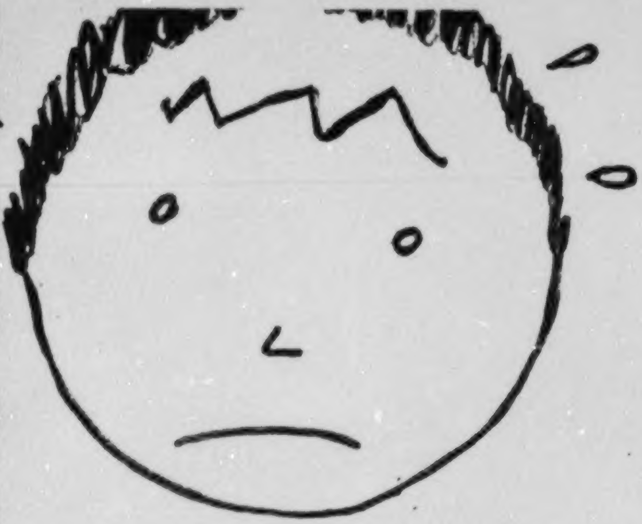


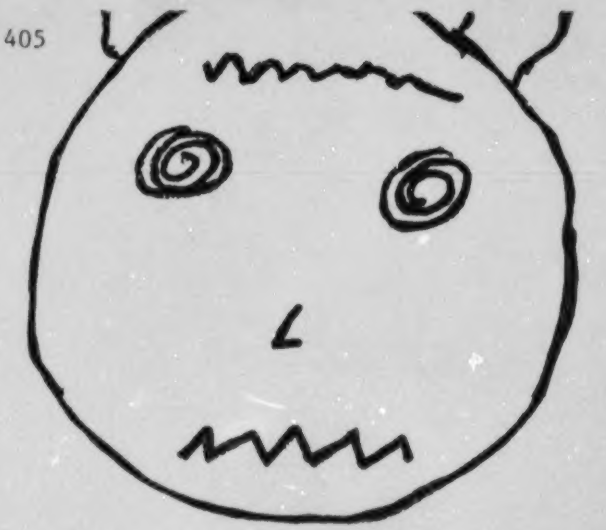


Expression

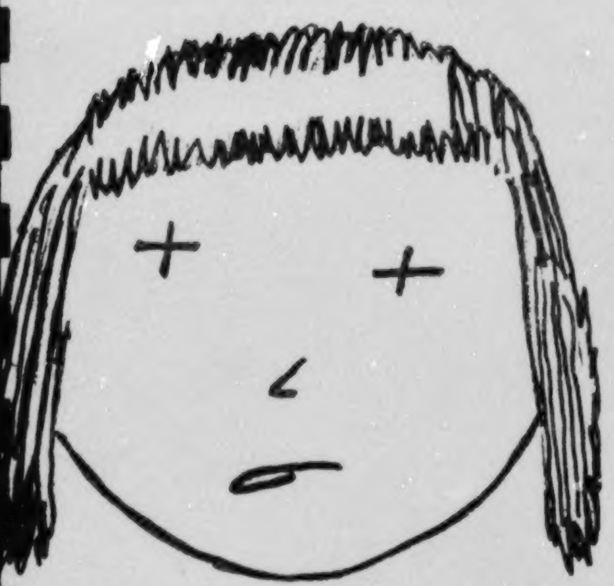


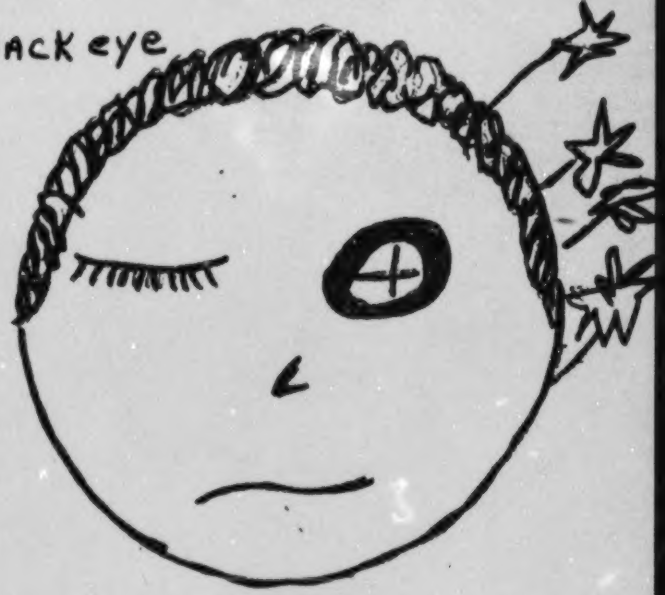




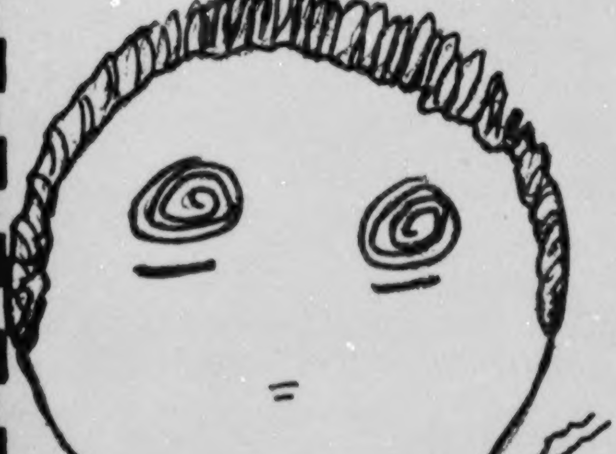


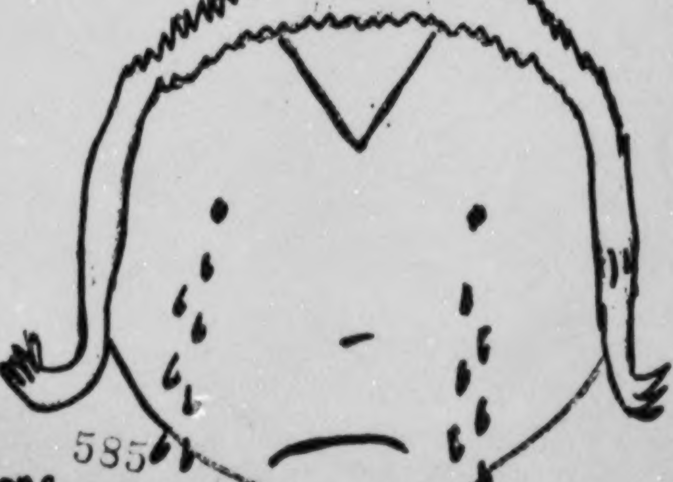
Black eye



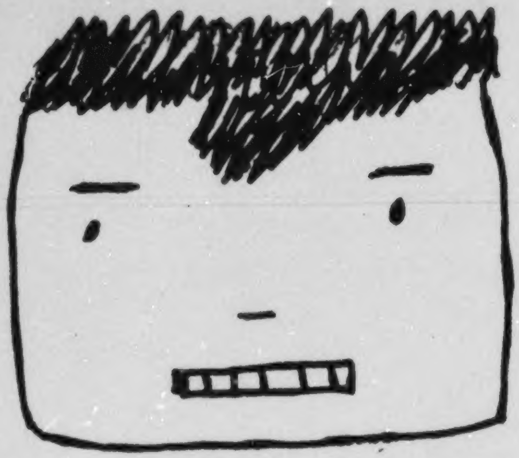


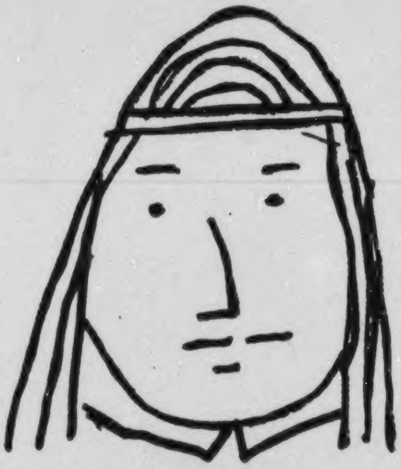
Crying/TEARS



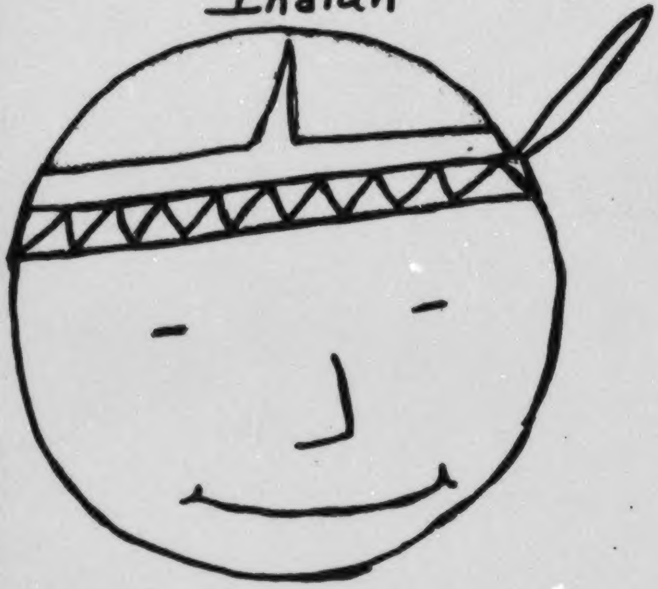


Expressions

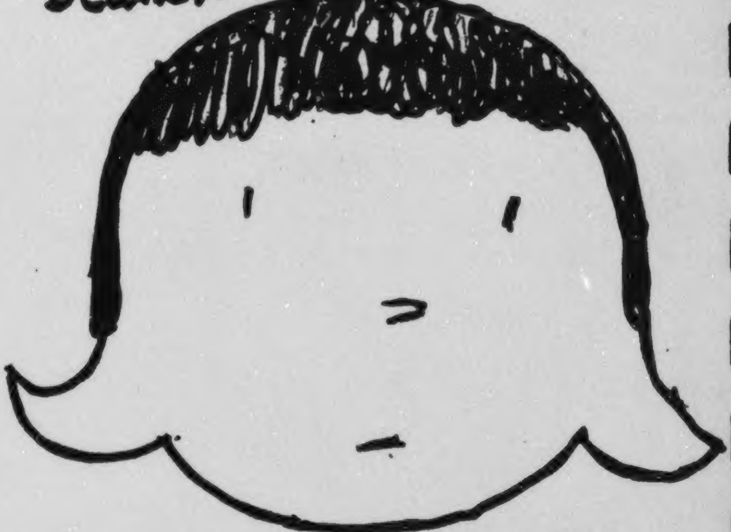




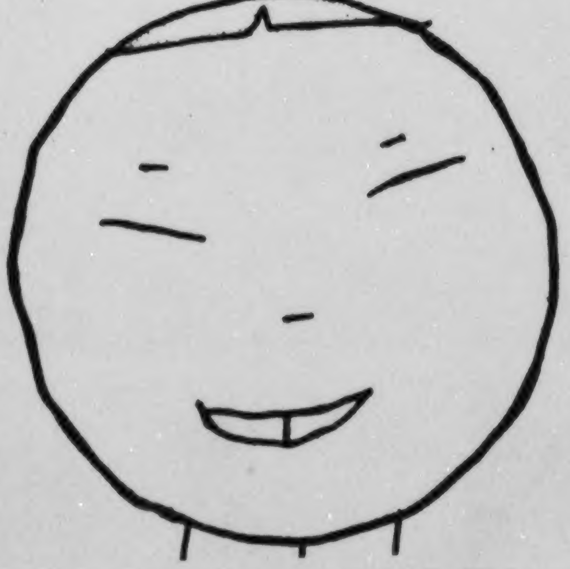
Indian



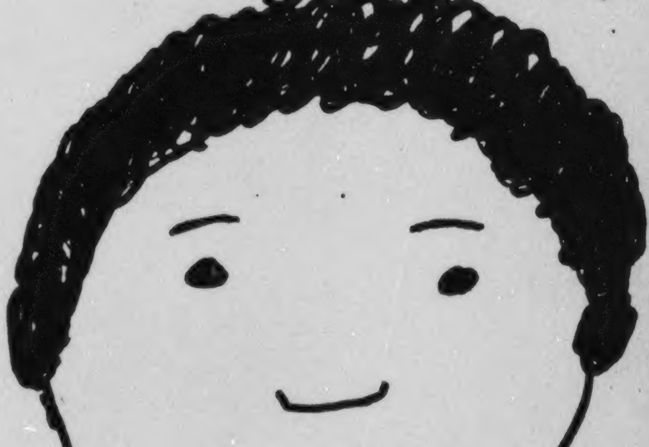
Scandanavian



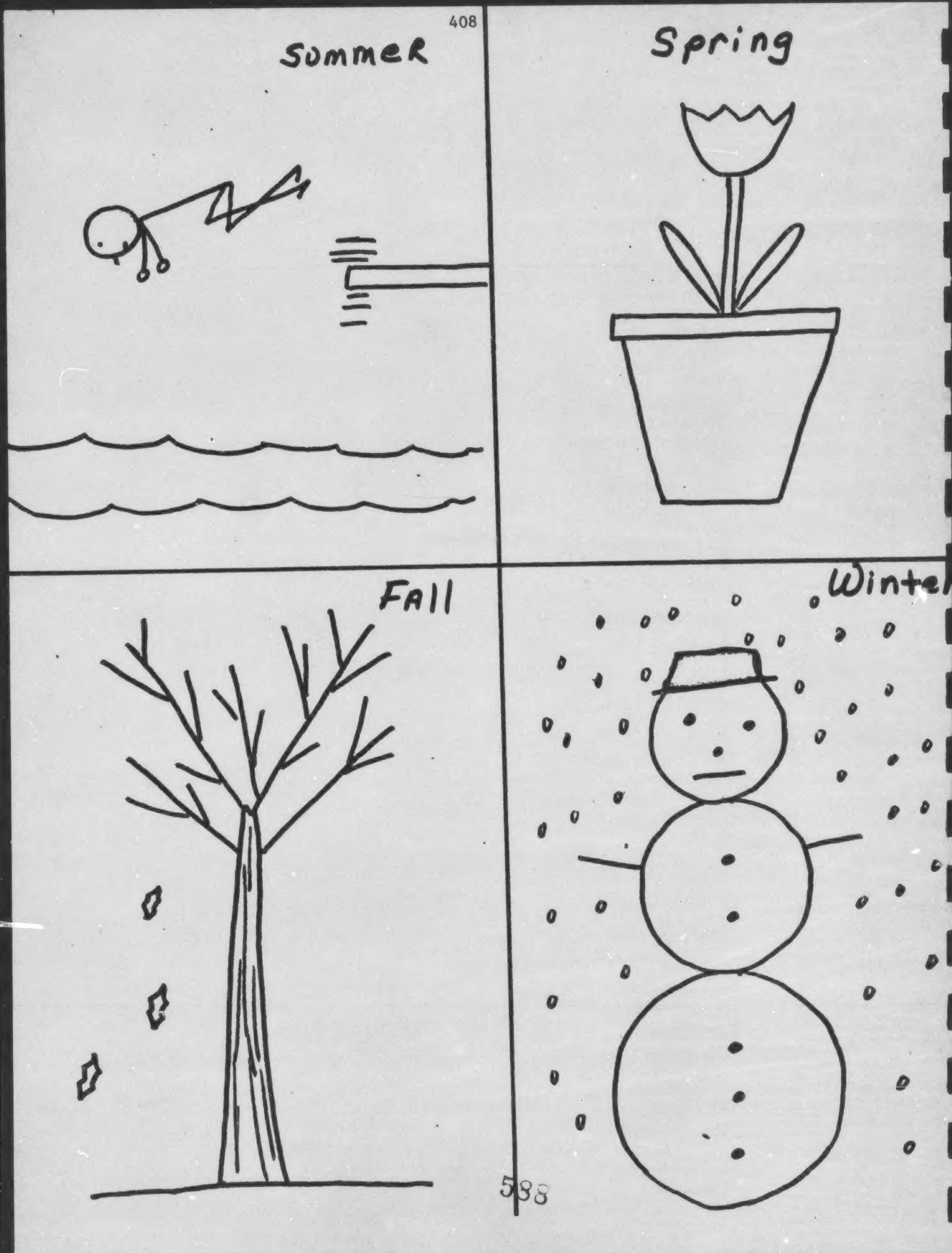
Oriental

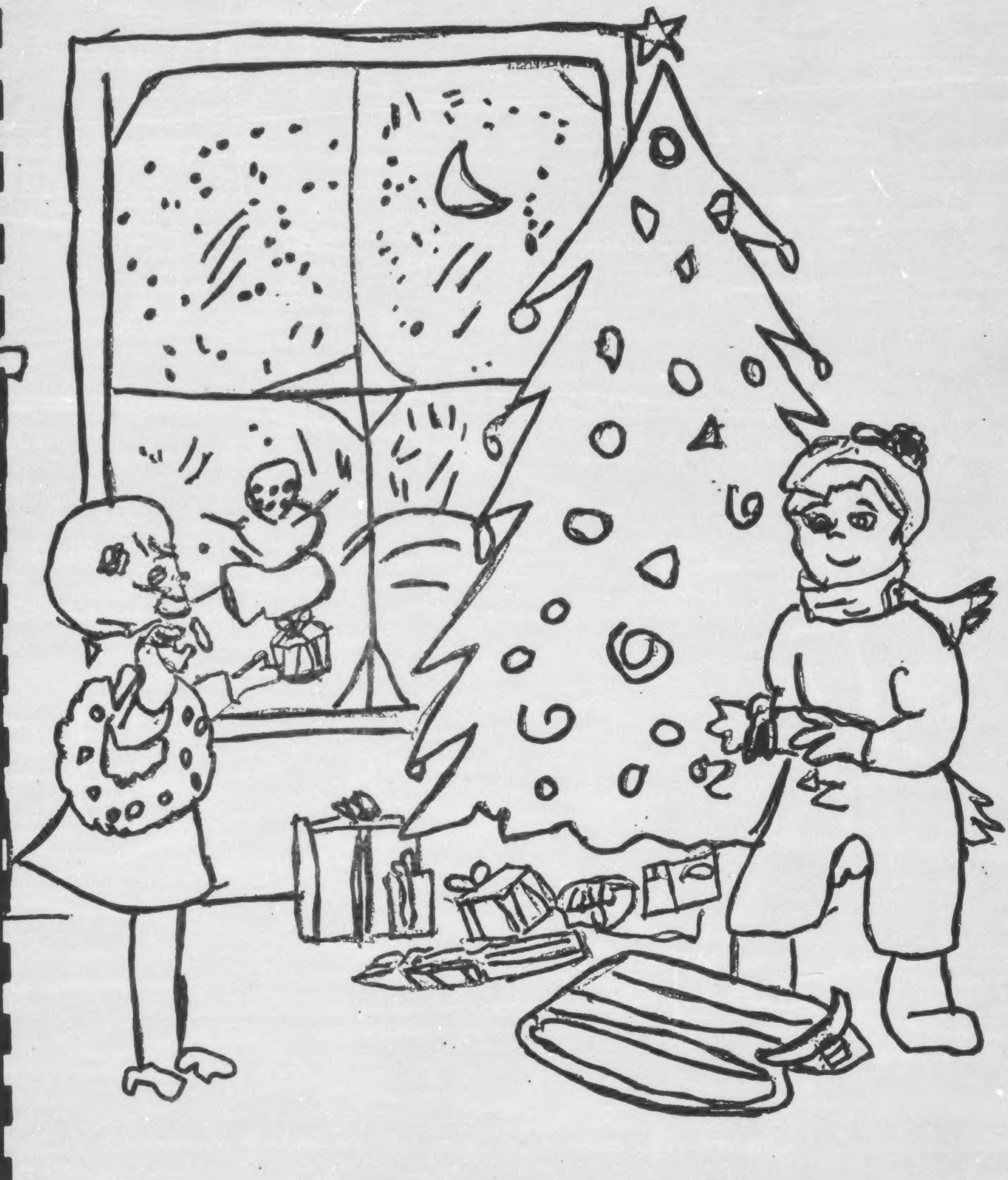


Black person



SEASONS

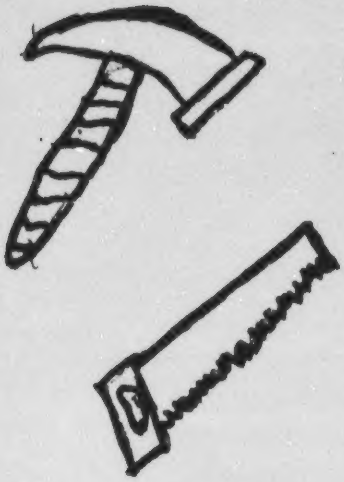

Summer
Spring
Fall
Winte



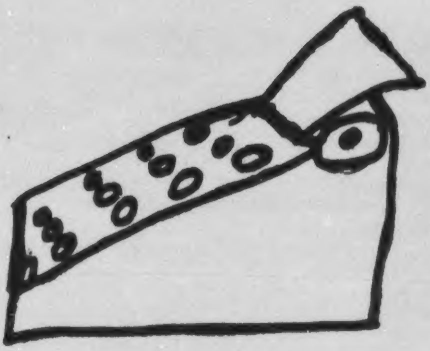
summer

JOBS

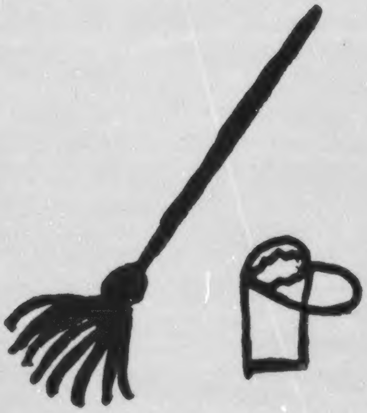
CARPentRY



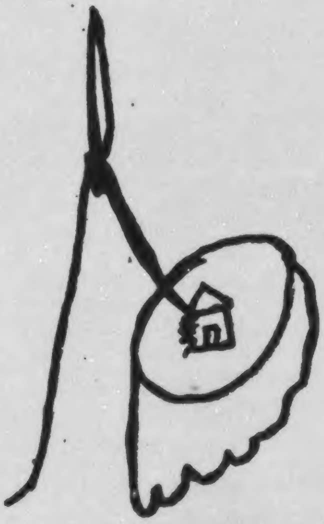
Clerical

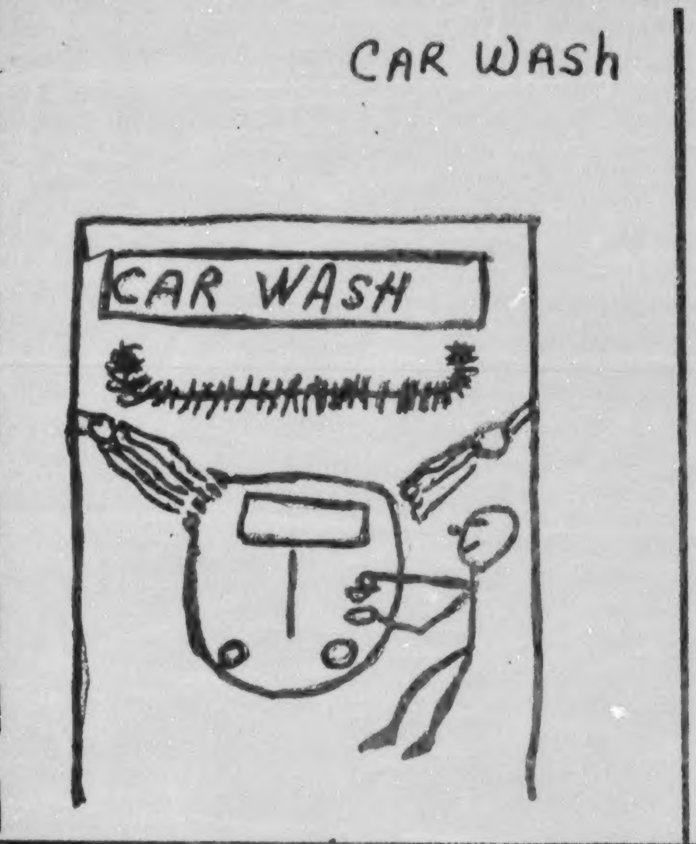


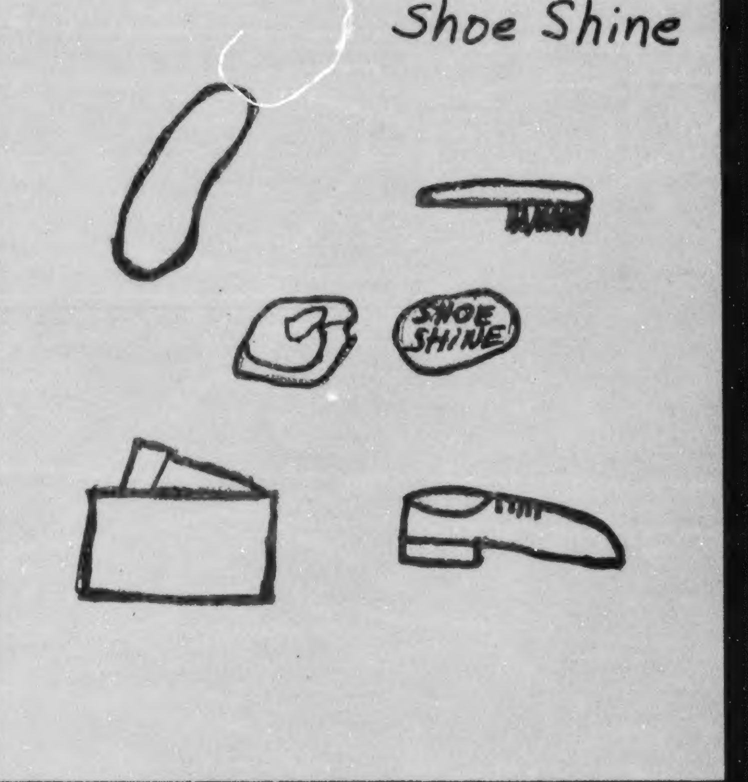
Janitorial

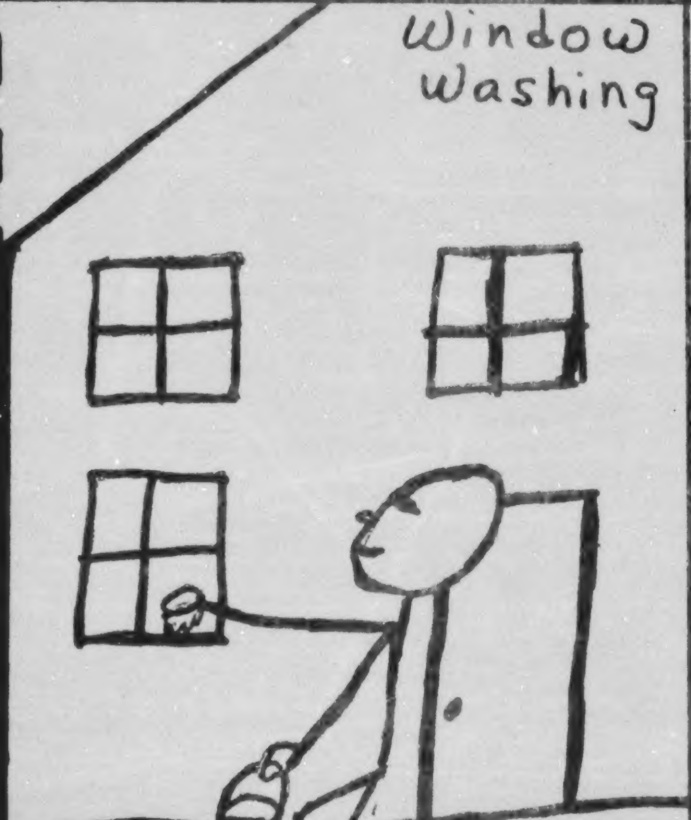


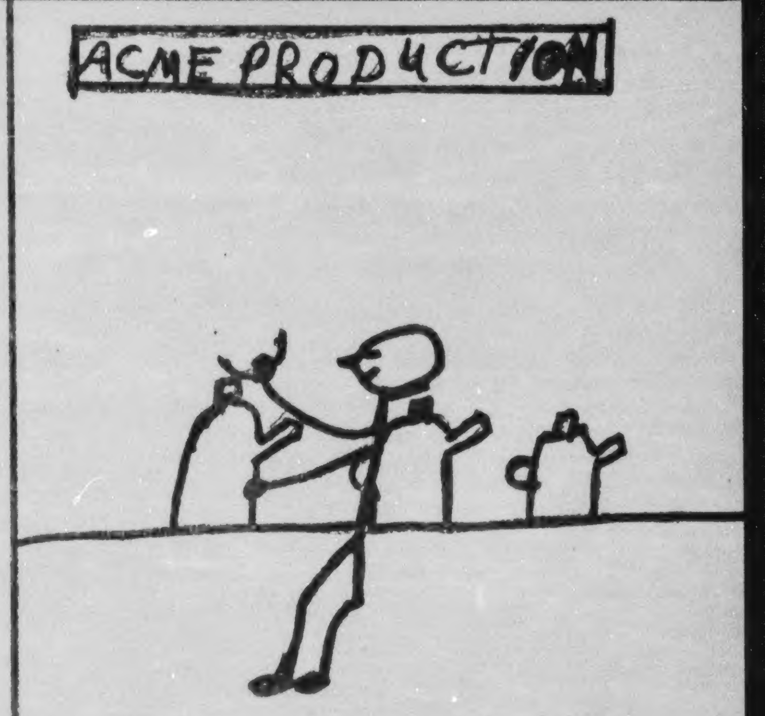
Sewing




CAR WASH
CAR WASH

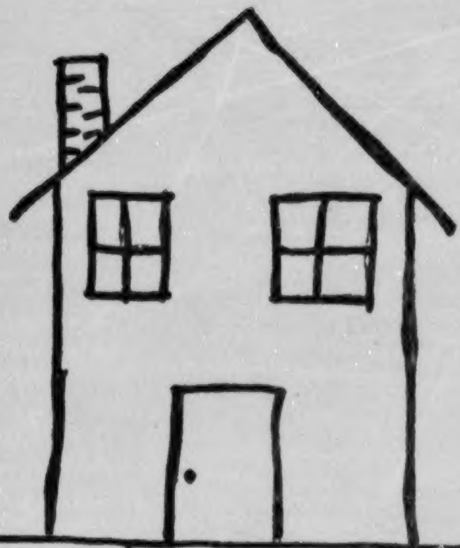

Shoe Shine
SHOE SHINE


Window Washing

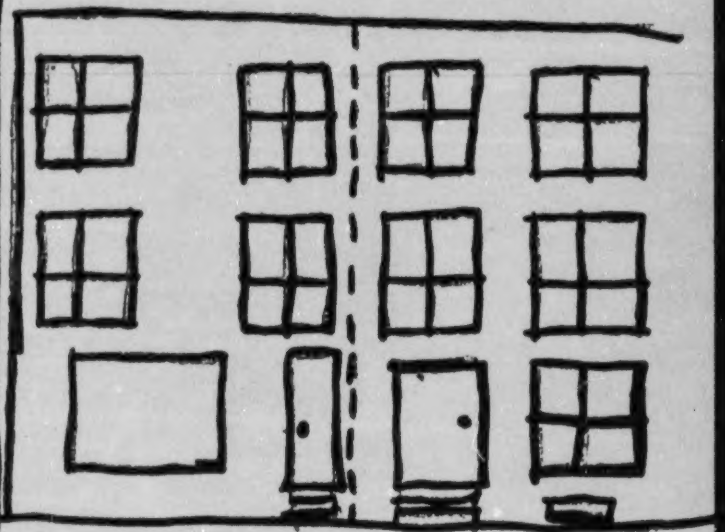

ACME PRODUCTION

VARIOUS PLACES

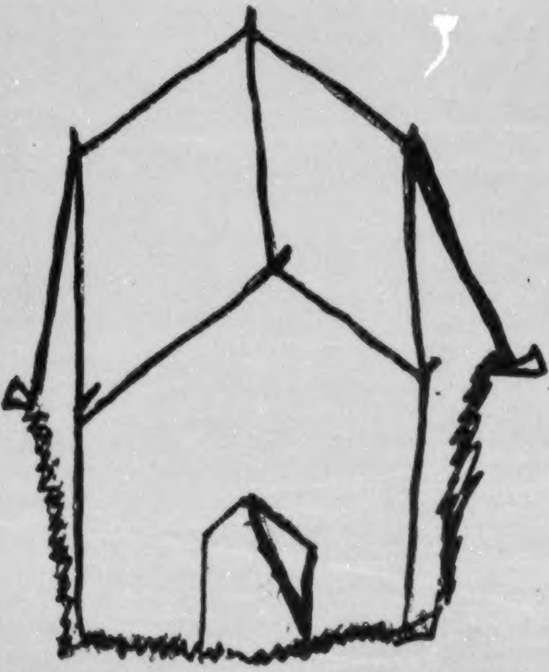
House



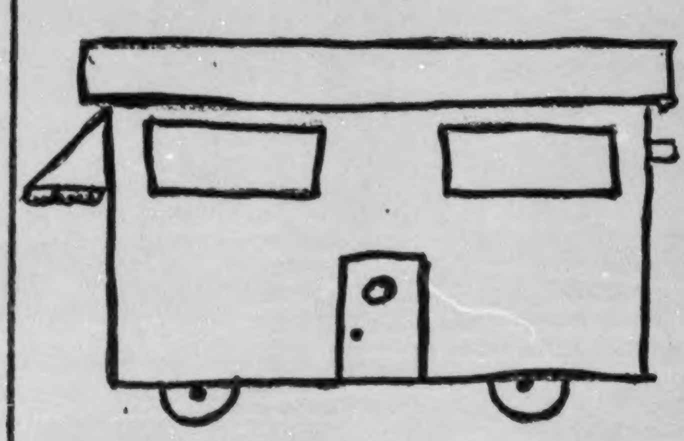
Row House

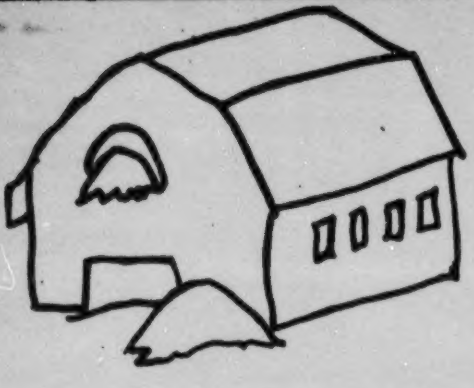


tent

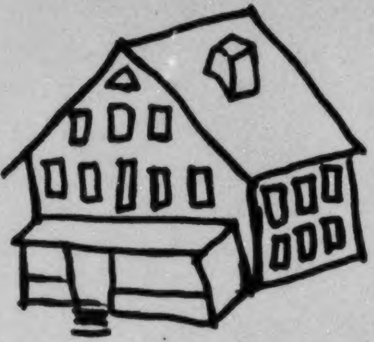


TRAILER

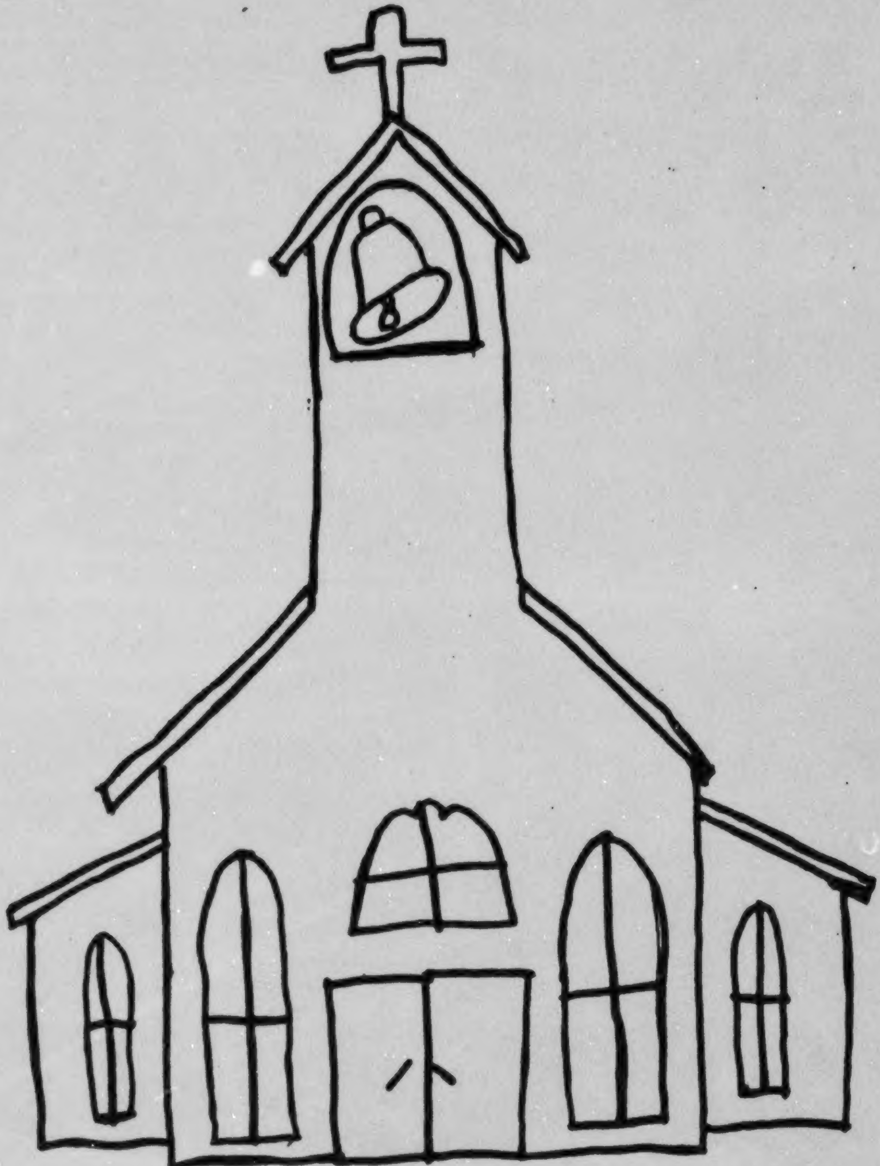




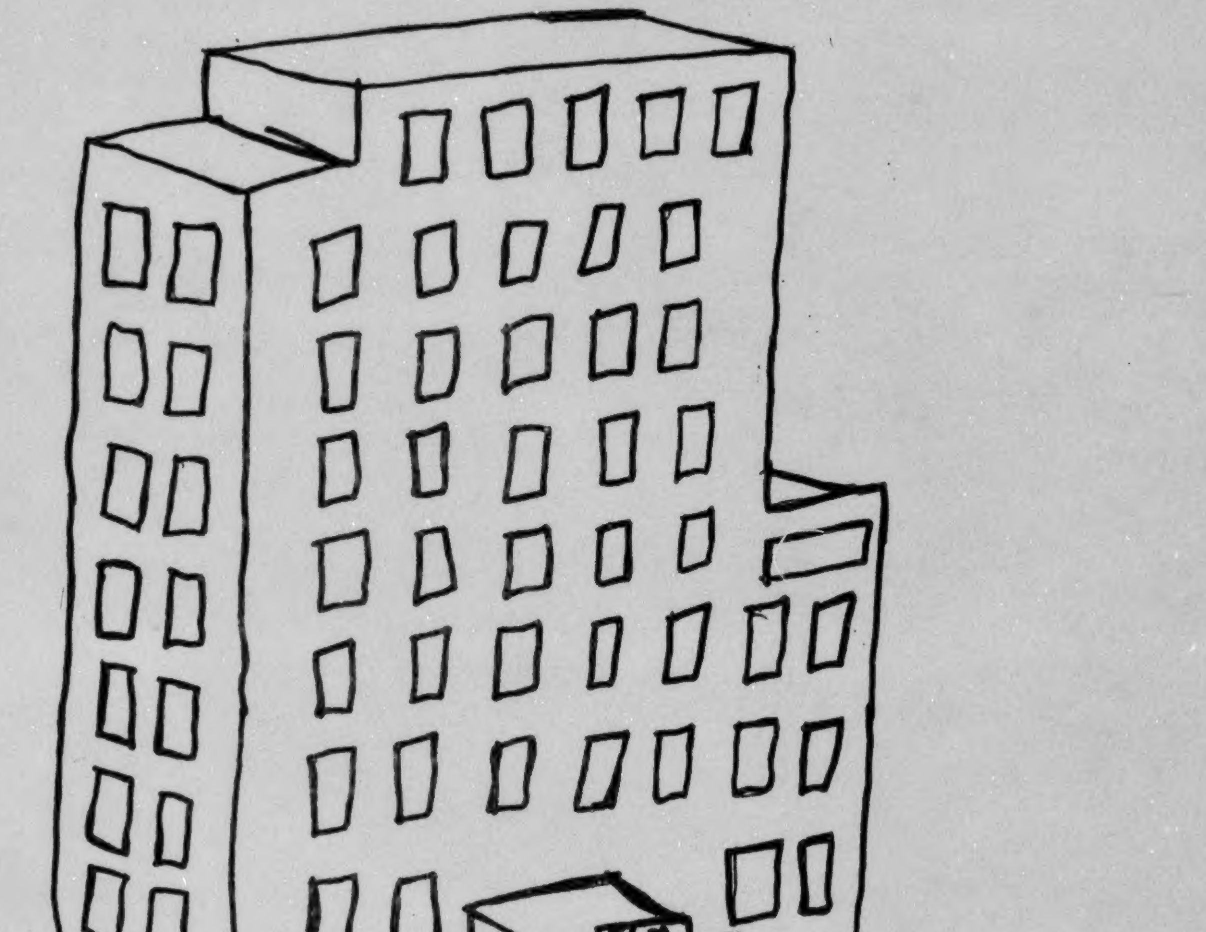
Barn



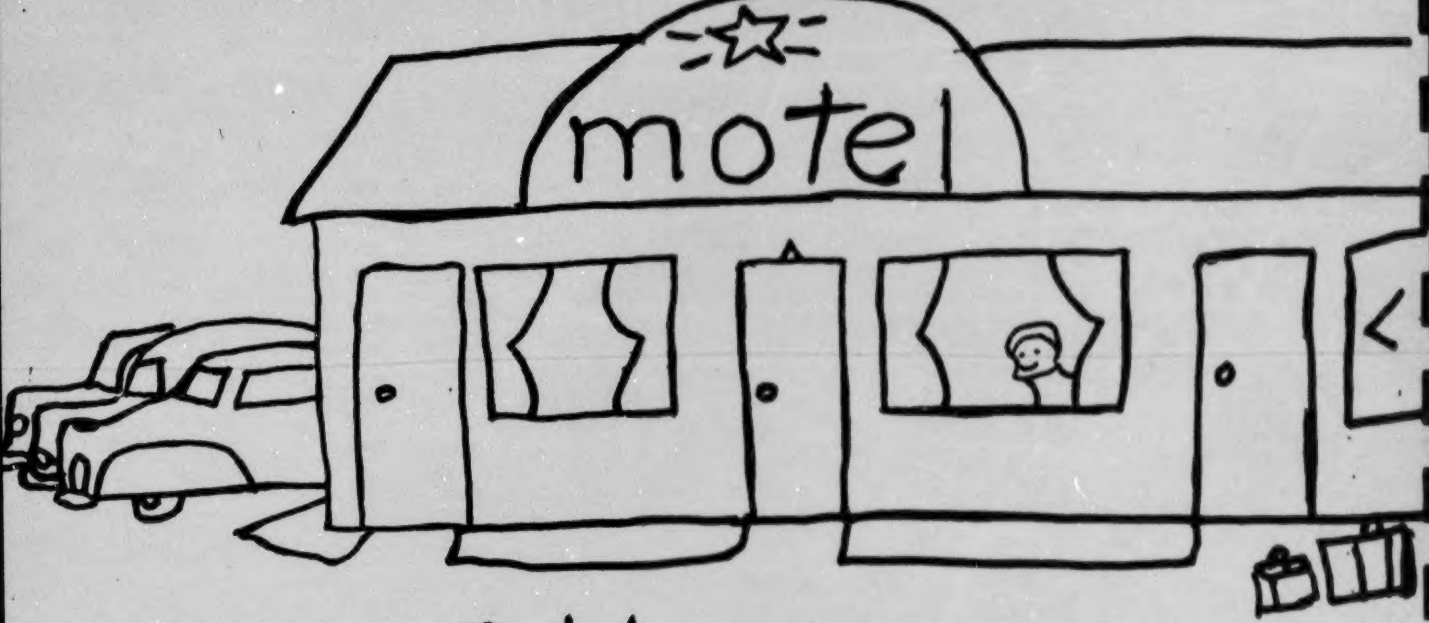
Farm house



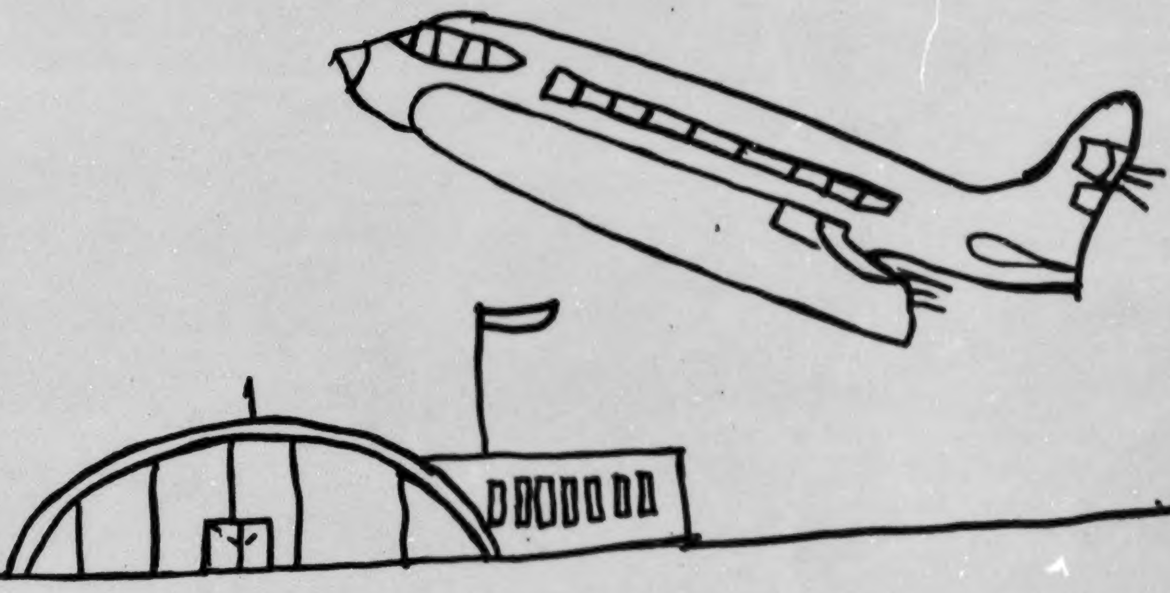
Church


ELM HOSPITAL

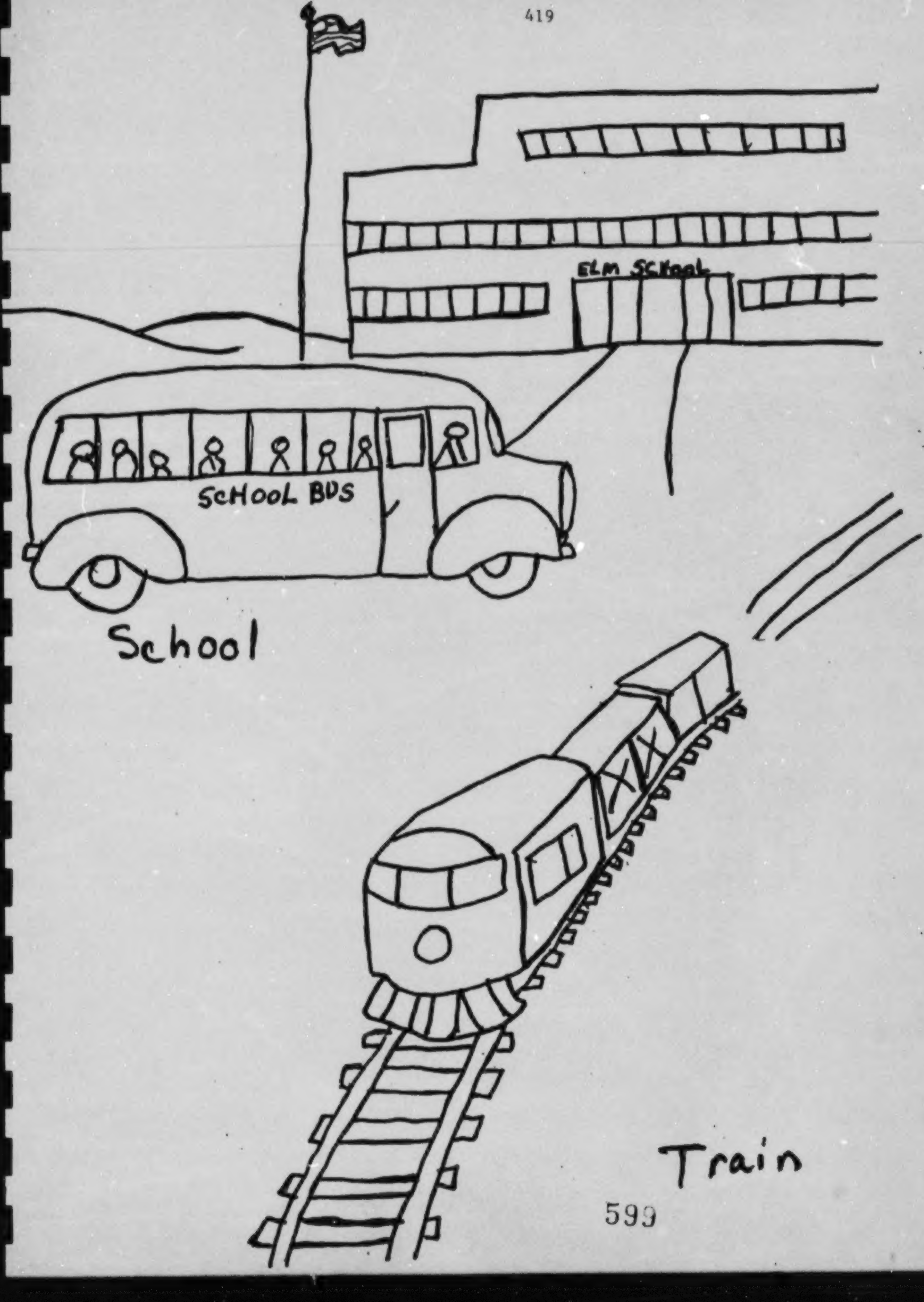
Hospital

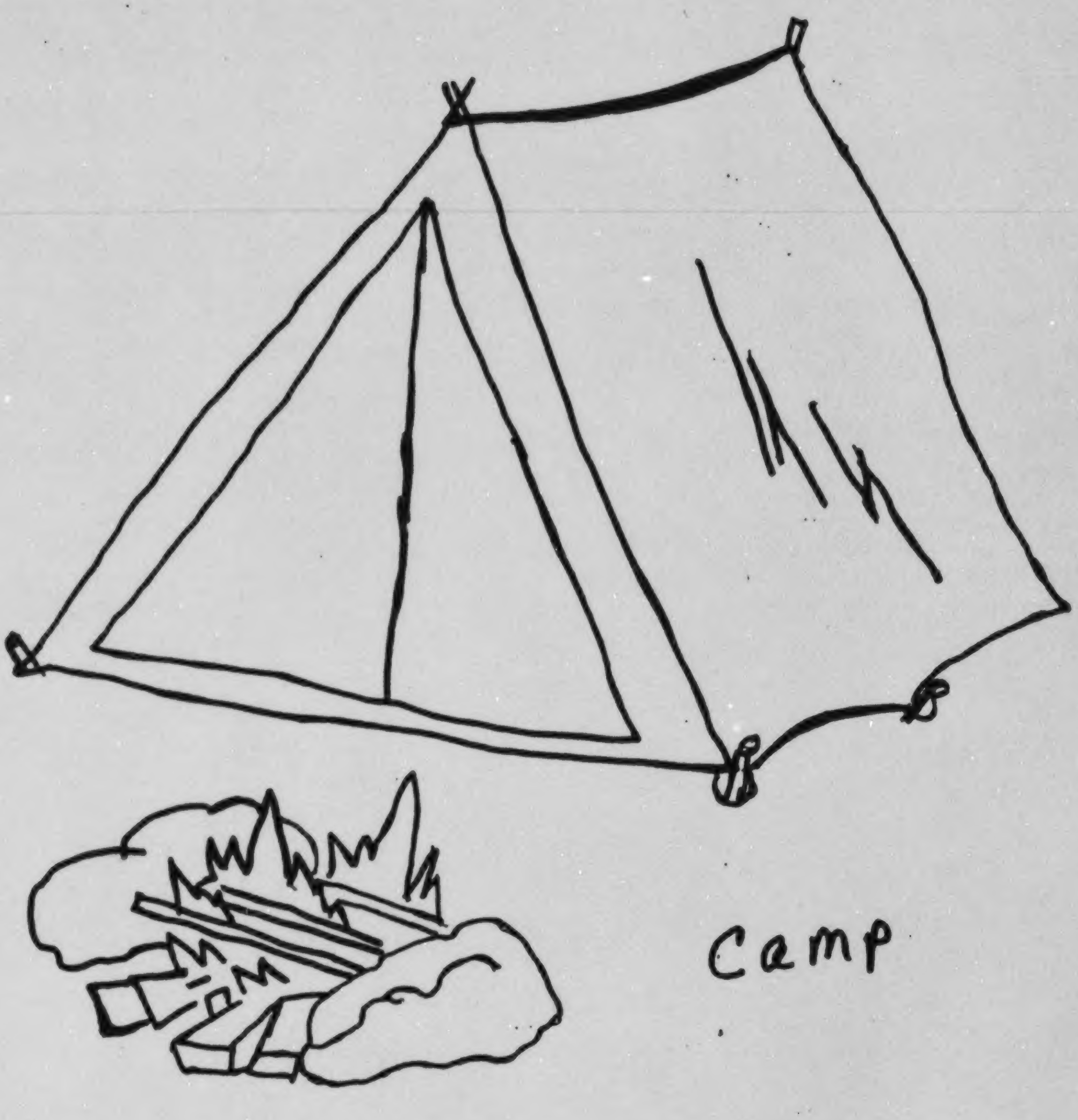


Motel



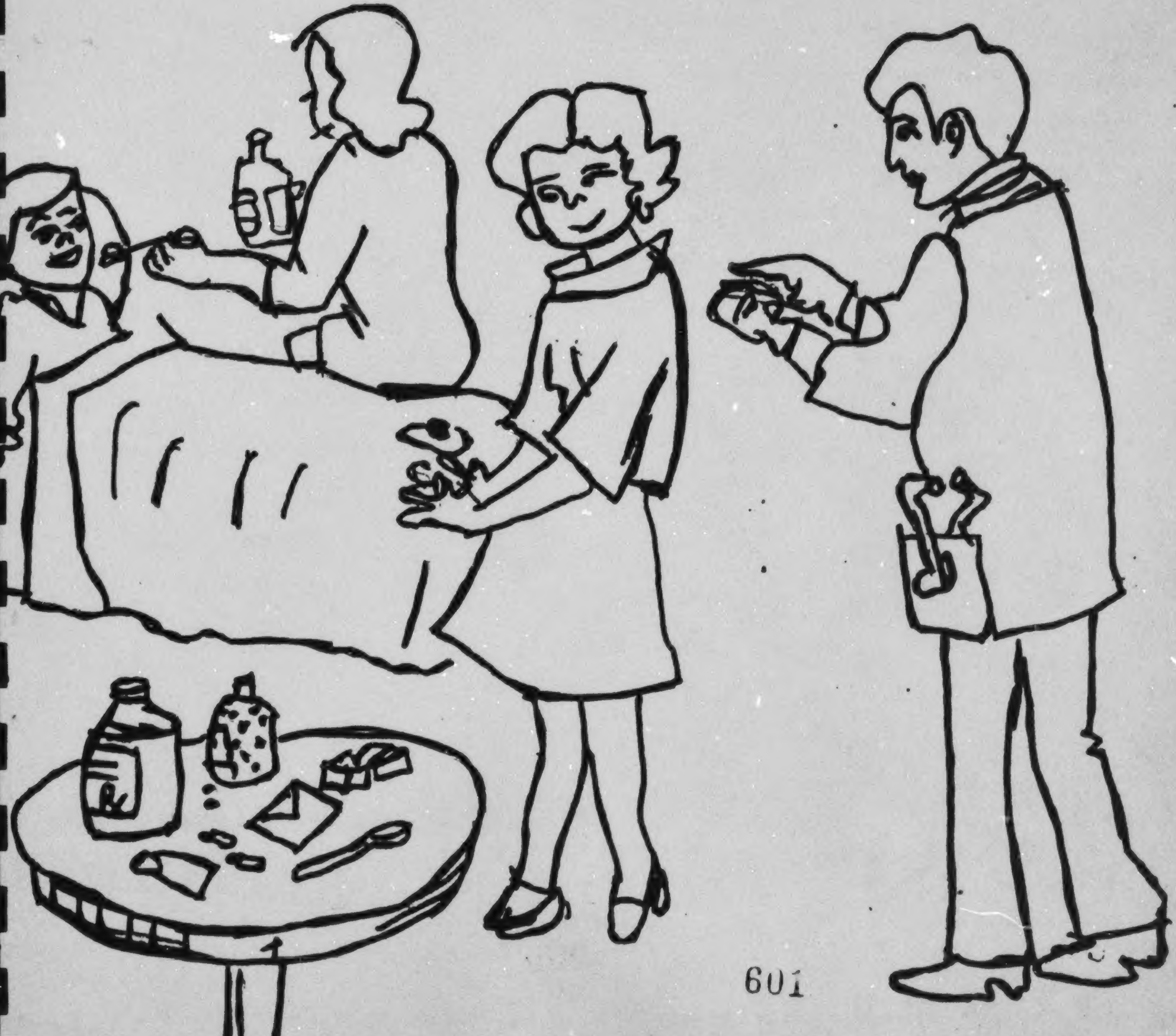
Airport


ELM SCHOOL
SCHOOL BUS
School
Train



Camp

Hospital



PANTOMIME

If you have sneaked a glance at this paper, you are, perhaps, wondering what pantomime has to do with interpreting. The answer is succinct: Everything, for the top-flight interpreter, able to accept any job.

However, actually the title of this lecture is perhaps a bit misleading. Pantomime, as used in the theater, is an art form. It is not really mimicking of life (mimicry and miming are two different things) but a distillation, a clarification, a crticism of life. It is a very difficult art form that requires an actor to create something new, not only without words, but with an economy of movement.

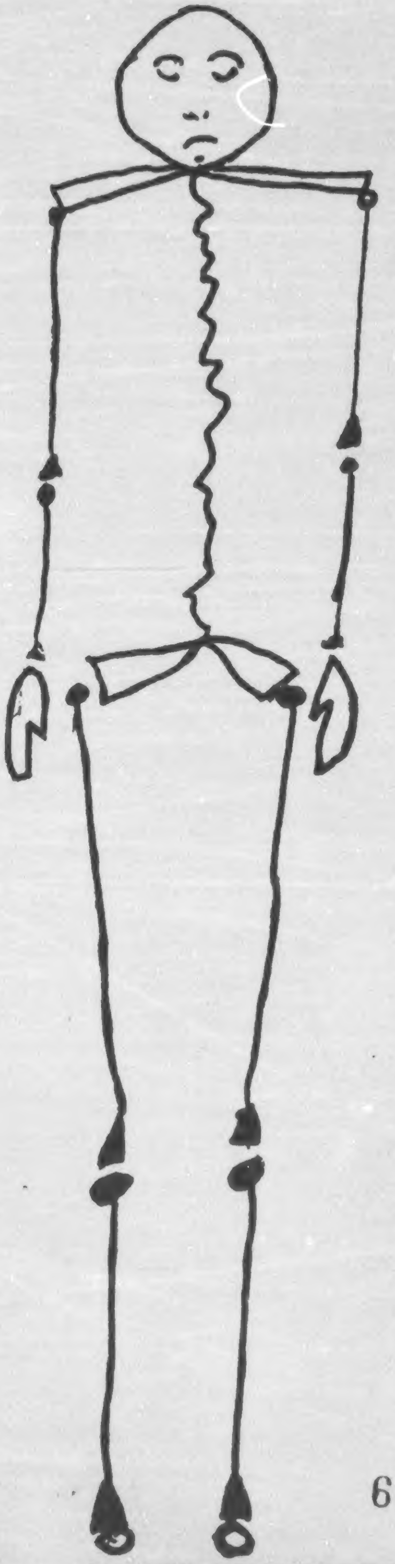
It can be called: The language of the body.

It is obvious, of course, that most deaf people are adept at using their bodies in this manner. This comes about, mostly, because of their struggle to make themselves understood by hearing people who do not know sign language. The interpreter, to make himself clearly understood, must often be a combined mimic-pantomimist. And even when straight interpreting is possible, if the interpreter can use the face and the body, the talk will be that much more interesting. However, we are not so much concerned here with creating pantomime, as using mimicry to make a lecture clear to an optience (if you will accept this word? For some reason when I say deaf audience, I feel silly, as if I said funny funeral, or sad joke.)

The stance is perhaps the first thing to think about. The following pages will illustrate some basic stances, and what they indicate:

acknowledgement:
Anna Witter-Merithew

PANTOMIME - II



1

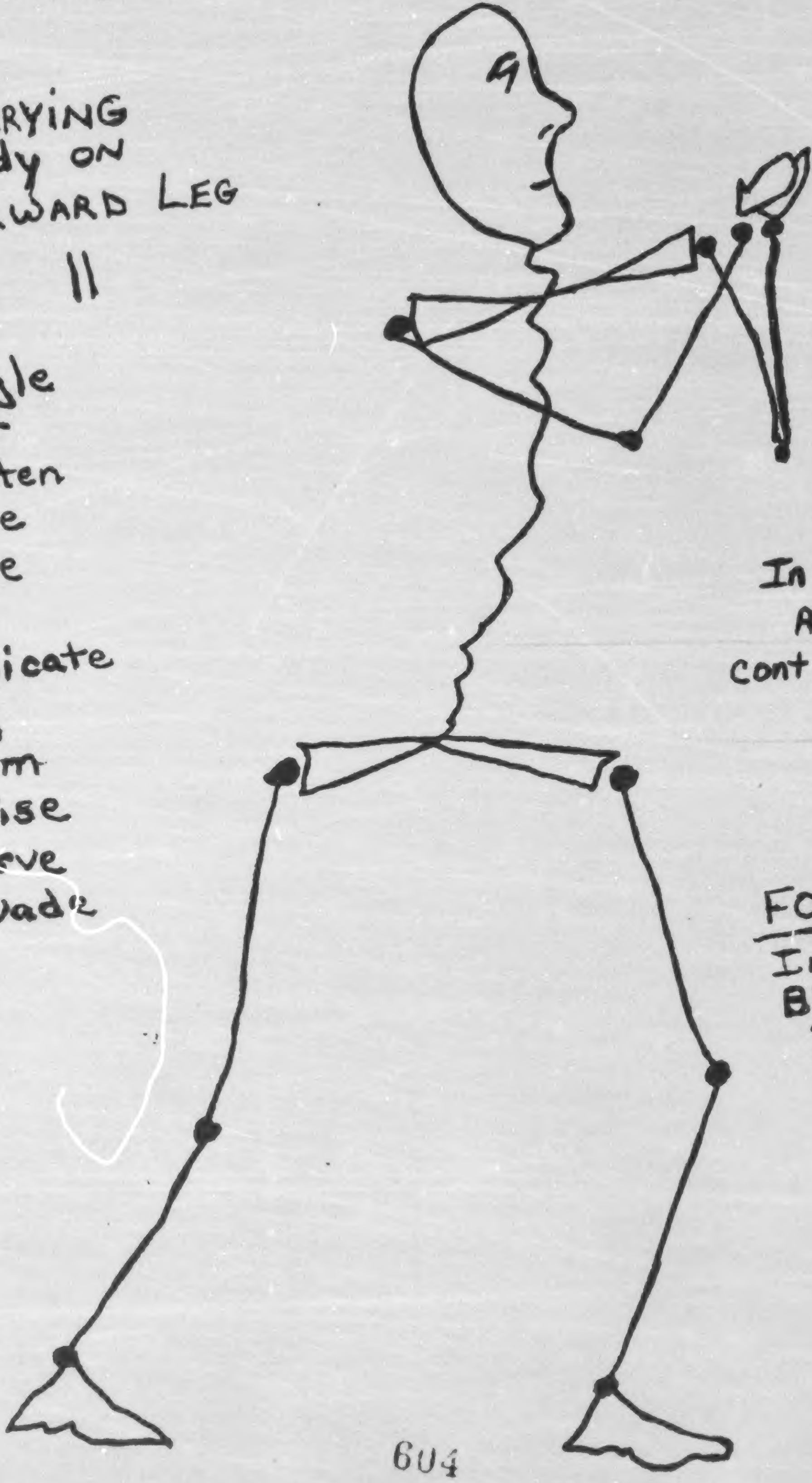
ERECT
LEGS STRAIGHT

MODESTY
TIMIDITY
HUMILITY
RESPECT
PASSIVENESS
SERVILITY
RESPECTFUL WAITING

PANTOMIME III

CARRYING
Body ON
FORWARD LEG
II

To Struggle
To Order
To Threaten
To Admire
To Desire
To ASK
To Supplicate
To Wish
To Affirm
To Promise
To Observe
To Persuade



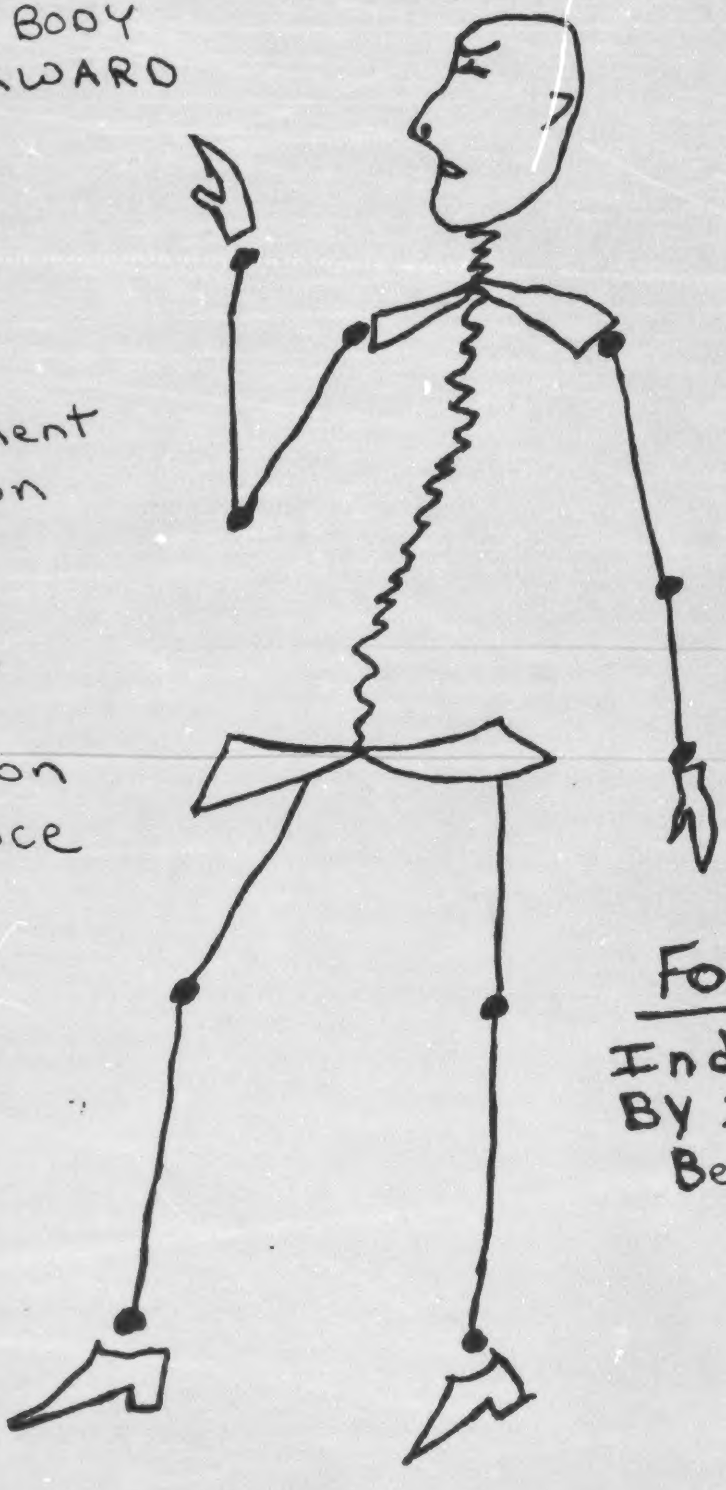
In general
ALL EXPRESSION
controlled by
Will

FORCE
Indicated
BY Increased
BENDING

PANTOMIME — IV

THROWING BODY
ON BACKWARD
LEG
II

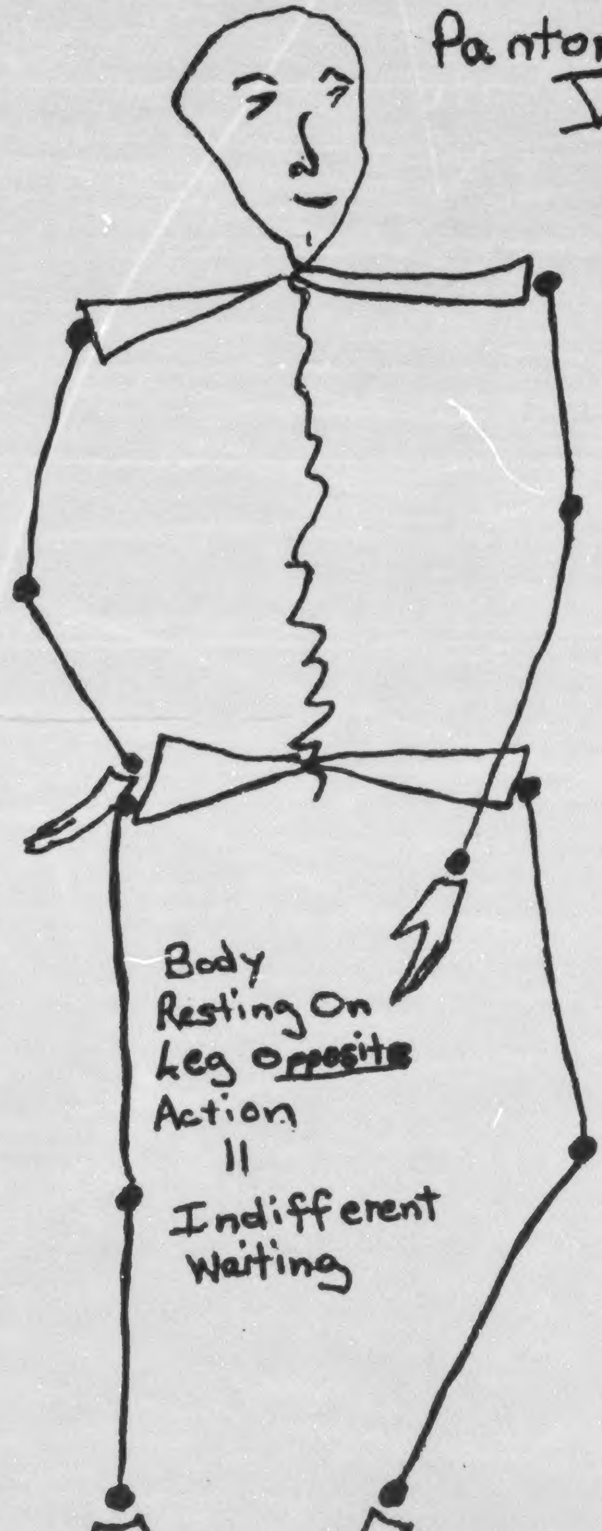
- Ignorance
- Anxiety
- Astonishment
- Hesitation
- Fear
- Doubt
- Negation
- Scorn
- Meditation
- Repugnance
- Terror

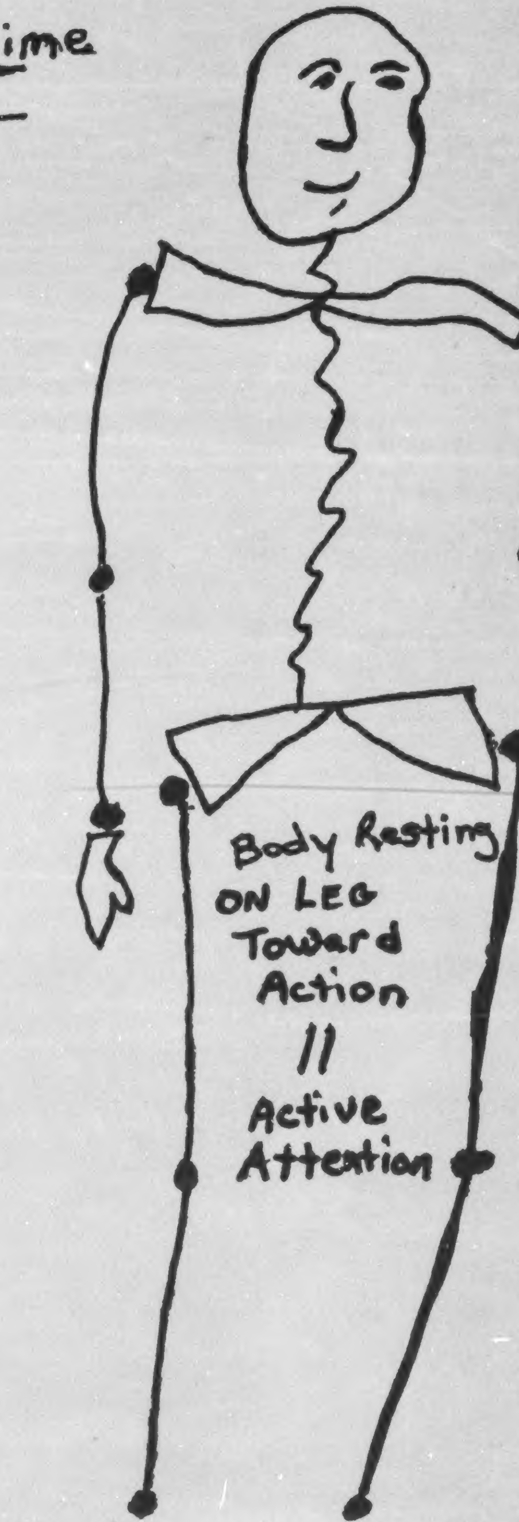


FORCE

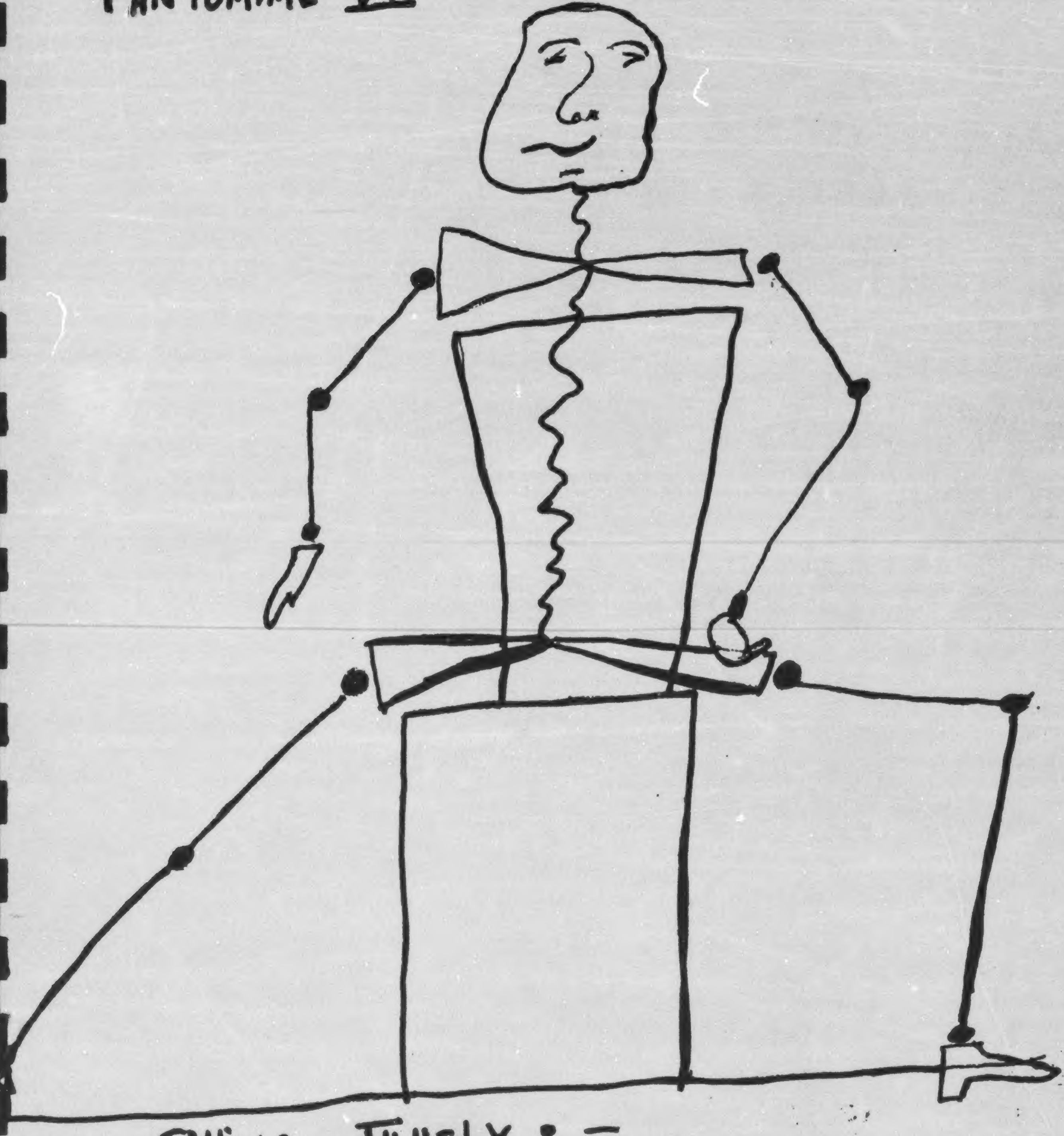
Indicated
By Increased
Bending

Pantomime
V


Body
Resting On
Leg opposite
Action
||
Indifferent
Waiting


Body Resting
ON LEG
Toward
Action
||
Active
Attention

PANTOMIME VI



Sitting THUSLY : =

VulGARITY IMPUDENCE

Don't Care Extreme DisRESPECT

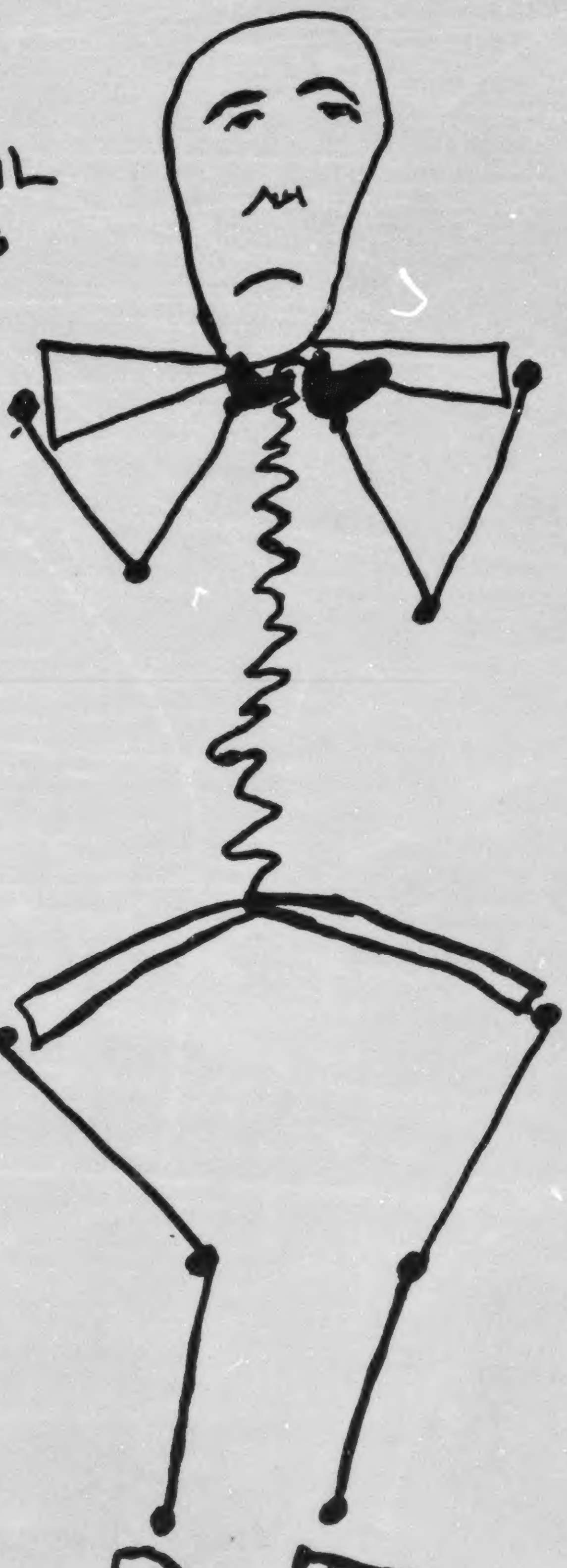
PANTOMIME VII

ALL PHYSICAL
SUFFERING

||

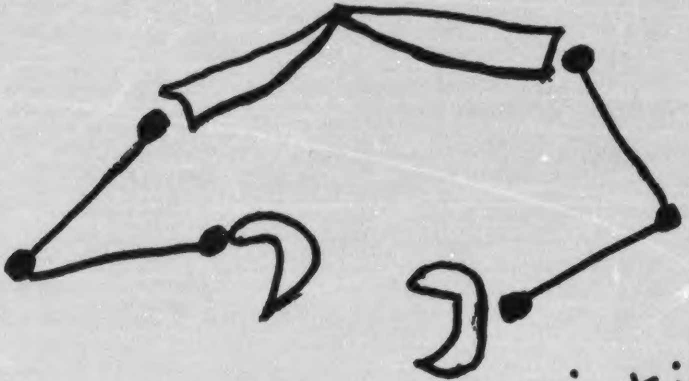
Esp. COLD

SHAME
HUMILITY



PANTOMIME — VIII

Positions OF ARMS

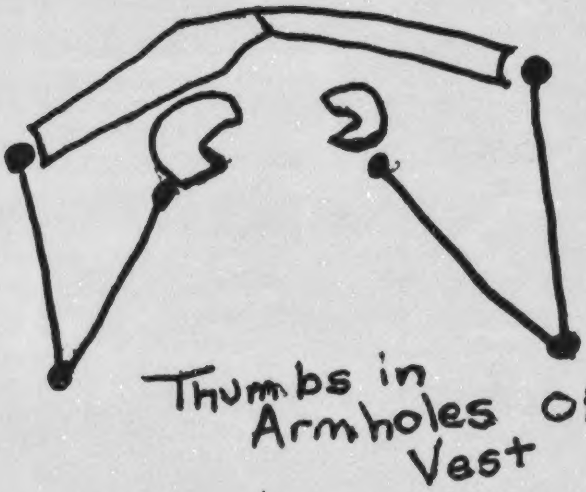


RAISED, ELBOWS STICKING

||

Affectation
Mannerism

Desire to appear gracious
Comical empty-headedness



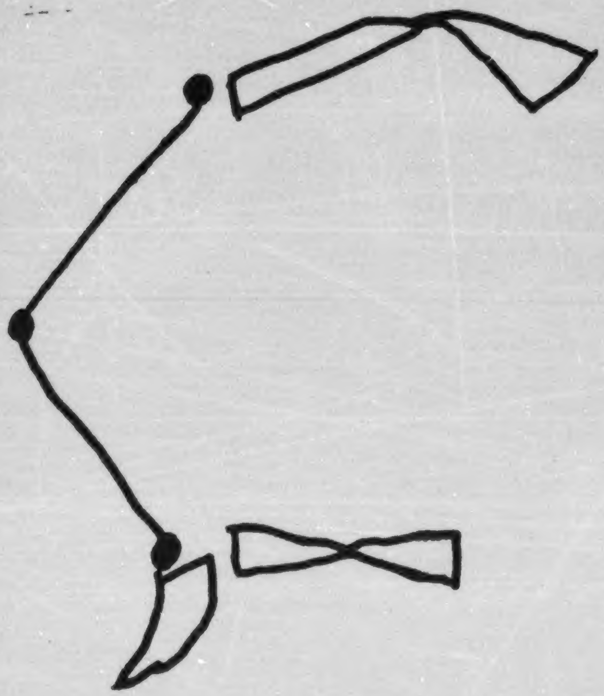
Thumbs in
Armholes OF
Vest

||

Assurance
Gay Humor

Independence
Self-content

PANTOMIME IX



HAND ON HIP
(HEAD STATIC)
||

Waiting
Indifference

(Inclination
OF Head)

Arrogance
Self-sufficiency
Bravado
Challenge

HAND TO HEAD
||

1 hand w/elbow support
|| R finger

Profound meditation
Perplexity
Difficult problem to solve

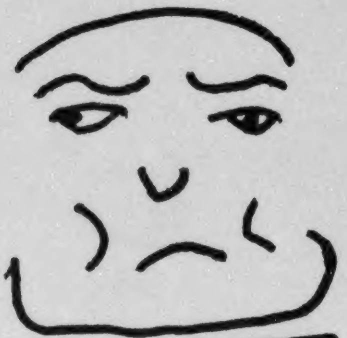
1 hand only R elbow
||
Anguish
moral tortures
Extreme Embarrassmen

Both hands or one
(no elbow)

What shall I do?
My head bursts!
ALL is lost!
Despair
It will drive me crazy

PANTOMIME X

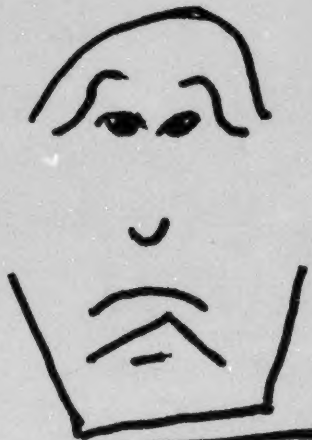
CHEEKS



Drawn in

||

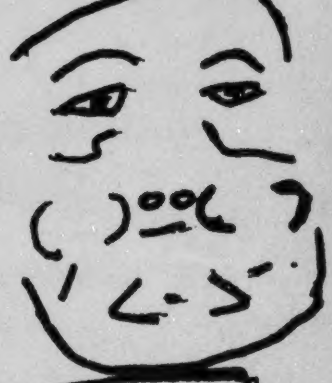
THINNESS
Misery
ILLNESS



Lengthening of face

||

To have met a loss
To be ridiculed
To feel sheepish
Trapped



PUFFED OUT

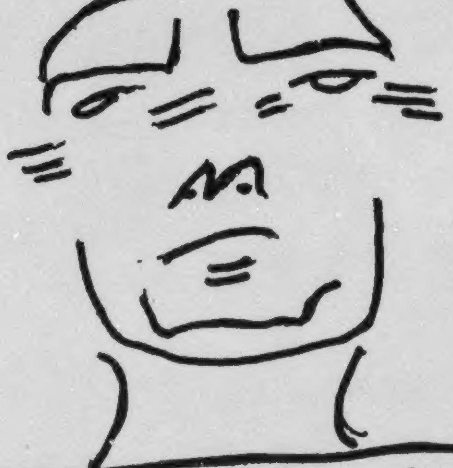
||

FAT
Prosperity
Comic Importance
Feeling Well
Chubby

★

Discontent
Disparagement
Dislike

This is bad
You give me a pain
Scorn

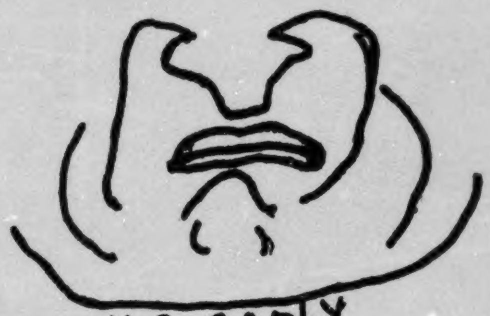


Raised Toward CHEEK BONES

I am disillusion
Bitter criticism
That turns out badly

PANTOMIME XI

THE NOSE



THAT SMELLS BADLY
MY BUSINESS DOES BADLY
I SMELL A TRAP
I Must be on My Guard
I Despise You
It is Disgusting

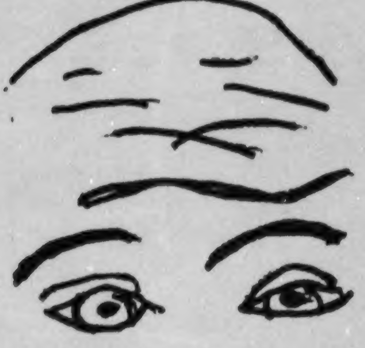
THE Mouth Lips

Pinched = Prudishness
Vexation
Displeasure

Drawn in = Controlled anger
Wickedness

$\frac{1}{2}$-open, corners drawn down =
Suspicion, Disgust,
Injuries, Bitterness
Physical suffering

THE EYEBROWS RAISED



Prayer
Joy
Gayety
Admiration
Ecstasy
Fascination
Shame:
Cowardice
Astonishment
Ignorance
Lack of Intelligen

Raised MORE
″

Stupefactio
Fright
Physical Tortu
Extreme Jo
Dumbfounde

PANTOMIME XIII

Exercises

1 - BASIC Movements

2 - Group Movements
    a - Tight-Rope
    b - Glass of Water (pouring)
    c - Bouncing balls
    d - Slow motion
        Boxing
        Football
        Bowling
        Tennis

3 - INDIVIDUAL
    e - Traffic cop
    f - Nurse
    g - Tourist
    h - Old-maid school teacher
    i - Broadway star

4 Individual - Deeper

5 Group INTERACTION
    1 - Dentist office
    2 - Camping
    3 - Class
    4 - Kids at church
    5 - Teen-age party

PANTOMIME-----XIV

These, then, are the basic uses of the body, and of the face, in pantomime. They help give emphasis to sign language. It is obvious, of course, that there are many other basic movements. I do not feel it is necessary to go into things deeper for this class---the deeper movements are for actors, not interpreters. And, as you know, I have purposely avoided suggesting movement for the hands. Pantomime has many positions of the hands, but we really do not need to study these, because our sign language use of the hands has much more precise meaning than the conventions of pantomime. Indeed, we can say that sign language is pantomime in long pants, grown up, and imbued with definite meaning.

Nevertheless, to really be a master of sign language, an understanding of basic pantomime is necessary, and the best signers use pantomime techniques, either consciously or unconsciously.

And I know you can become the best, if you are not the best already!

APPENDIX N

ORAL INTERPRETING

Developed and written by

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Johnson County Community College
Overland Park, Kansas

in contract with

Interpreter Training Curriculum Development Project
Texas State Technical Institute-Waco

as funded by

Texas Education Agency

Spring, 1981

INTERPRETING FOR ORAL DEAF INDIVIDUALS

COURSE OBJECTIVES:

I. List and describe 12 strategies associated with effective speechreading.

II. List and describe six principles associated with effective speech production.

III. List and describe 20 techniques of oral interpreting.

IV. In written form, respond with 75% accuracy to a series of questions related to ethical decisions an oral interpreter must make "on the job".

V. Orally interpret, with 75% accuracy, a series of audio tapes spoken messages paced at approximately 140-160 WPM, incorporating techniques in #III above.

VI. Interpret into an appropriate spoken English representation, the spoken message of several hearing-impaired persons with 75% accuracy.

VII. In written and verbal form, respond with 75% accuracy to a series of questions about deafness, interpreting, oral education of the deaf.

TEACHER GUIDELINES
Interpreting For Oral Deaf Individuals

The teaching of oral interpreting techniques is relatively new in the field of interpreter training and is often underestimated as a simple, easy-to-develop skill. On the contrary, some of the component skills are quite complicated and difficult not only to master, but also to teach.

The bulk of this module will have to be taught by a consultant or resource person. Arrangements should be made to secure such a person early and the class schedule arranged around this presentation. The resource person's presentation will constitute the bulk of the course, requiring 10 - 12 hours of class time.

This resource person should be one who teaches speech reading and/or speech to deaf persons. Don't confuse this with a speech therapist or speech pathologist. This individual needs to be someone who knows how deaf persons are taught to produce speech and can make students aware of intricate mouth shapes and muscular changes for which the oral deaf consumer is looking when speechreading. Dr. Joe Rosenstein of the U.S. Office of Special Education in Washington, D.C., is one of the most outstanding resource persons in the nation. Bringing such a person in to your program would be well worth the investment. A video taped interview with Dr. Rosenstein has been developed and is available through this project. The interview deals with oral interpreting trends and issues.

You will find numerous readings at the end of the student handbook, along with a bibliography developed by Winifred Northcott of the A.G. Bell Association. You will want to secure additional resource materials for the class to use during this course of study.

VOCABULARY GUIDE

Attached is the key to those terms listed in the student handbook. Your students may determine the definition of these terms in several ways. One way would be to require some specific reading in which the terms appear, allowing the students to develop their own definitions based on context and derives meaning. They might also try to determine the definitions from a dictionary. Still another strategy would be to have the students interview someone in the field of oral education and/or oral interpreting regarding the field and the terminology. (NOTE: If this strategy is selected, be sure to provide this resource person with questions they might anticipate from the students in order to be well prepared).

PRE/POST TEST

A suggested pre and post test is included. You may elect to use it as is or make revisions. This particular set of tests was developed by the National Technical Institute for the Deaf, Rochester, N.Y., by Linda Siple.

PANEL OF DEAF ADULTS

This should also be arranged early and fit into your class schedule at a convenient time. The people invited should be those who function primarily as oral deaf individuals, although they may also sign. If you can find a variety of ages and backgrounds, all the better. Prepare the panel ahead of time, informing them of information you wish them to share. Be sure to have an oral interpreter available should one of the guests need an interpreter.

You should also realize that oral interpreters are relatively new support service; many deaf oral individuals may not be accustomed to how an oral interpreter functions. For this reason, a pre-session with all of the panel is recommended.

Possible information the panel may be prepared to share would include: name, occupation, educational background, family background, how you feel about functioning as a deaf individual, why you prefer to use speechreading and speech as a primary means of communication, have you used oral interpreters, would you do so if trained personnel were available, etc.

FACIAL EXPRESSION PRACTICE

An audio tape is available, developed from a script written by Linda Siple of NTID. It is suggested that students do the list first using facial expression only, later adding natural gestures for support and clarity.

SPEECHREADING PRACTICE TEST

A video tape is available through this project which was made by personnel at NTID, Rochester, NY. We are indebted to them in sharing this material. Using this tape as a prototype, you can easily develop similar practice tapes to be used by students in your class.

VISIBLE TO SPEECH PRACTICE

Develop a video tape for this portion with oral deaf individuals who have varying degrees of speech clarity. Have each model stand before a camera with a live microphone, speaking in their natural tone of voice. They might relay a story of their personal experiences. These video tapes will then be used for speechreading practice and voice to speech practice with the students.

INTRODUCTION

Within the population of deaf youth and adults you will serve as an interpreter are those who prefer to function without American Sign Language (ASL) or a sign system. These people prefer to speechread communication and to convey their own communication by speech. We refer to this population as oral deaf youth and adults.

As an interpreter, you are to facilitate communication, using the communication mode preferred by the client at hand. For this reason, it is important that you develop skills in Oral Interpreting and a sensitivity to the communication needs of this population. It is not within the role of the interpreter to make judgements, i.e.: "This method of communication is better or worse than that method." Rather, the interpreter is to enhance the flow of communication between at least two other parties. That can only be done by meeting the needs of the consumers involved, no matter what those communication needs are.

ACTIVITY #1:

Read the article, "The Oral Interpreter: A Necessary Support Specialist for the Hearing Impaired," by Winifred H. Northcott. Based on that reading, complete the following questions:

1. The decision to use an Oral Interpreter may depend on the ______________________, and the ______________________________.

If you said setting and environment and personal characteristics of the speaker, you are right. Many oral deaf individuals can function without an Oral Interpreter in many situations, but if the environment includes poor lighting, shadows on the face of the speaker, seating at a great distance from the speaker, or multiple speakers such as a Board Meeting or a parent-teacher conference, speechreading and following the flow of communication becomes almost impossible. If the speaker has immobility of the upper lip when speaking, beard and moustache which obscure all or part of the lips, cheeks, and neck, or other characteristics which preclude speechreading, an interpreter may be needed even in a one-to-one situation.

There are two sub-classifications: auditory/oral in which the consumer utilizes the interpreter only when the speaker turns away from the audience or when someone asks a question out of hearing range, and visual/oral where communication is dependent upon speechreading and an interpreter is needed for group discussion and audience situations where the deaf consumer is too far from the speaker to speechread easily.

2. Two sub-classifications of oral interpreters are:

a. ______________________________

b. ______________________________

3. An Oral Interpreter sometimes functions as a ____________, presenting without voice the exact language of the speaker and using a normal rate of speed and enunciation. At other times, the interpreter functions an ____________ ____________, to paraphrase or explain what the speaker is saying, selecting phrases with higher visibility on the lips or synonymns that are more nearly a match to the communication ability of the person to whom the support is being given.

Oral deaf persons, just like signing deaf persons, have individual communication differences. Interpreters must make a linguistic pre-assesment in both cases and adjust the production level to meet the language needs of the consumer.

Being able to speechread and understand the deaf speech of the oral deaf person involved is an important skill to be developed by the Oral Interpreter, enabling the interpreter to voice interpret where necessary.

4. The Oral Interpreter will sometimes need to function as a __________ interpreter, voicing over the speech and/or mouthed communication of the deaf person, repeating it exactly or in essence for the benefit of the hearing consumer(s) involved.

5. Personal choice of dress and make-up should include: ____

____

____

____

____

Basically, the same considerations must be made in the area of personal grooming and attire in any interpreting situation -- oral or sign language. The interpreter must look professional, reflecting appropriate clothing to match the situation. "Appropriate" attire will differ from a cocktail party to a meeting of the Board of Directors in a large corporation. The one difference to be considered by oral interpreters is the need of the oral deaf individual to read the entire face and neck. The way shadows play across the face when certain sounds are produced and the tension created in the muscles of the neck by other sounds are crucial clues to the deaf individual who depends on speechreading. For this reason it is best NOT to wear turtleneck shirts or large collars which obscure the neck. An open shirt collar or shirtwaist dress might be best.

A homophene is a word that looks like other words when speechread. An example might be "bat" and "mat". The Oral Interpreter will develop strategies to make word substitutions or to add clarifying words to make these words understandable within the context.

Natural gestures are a part of the language and do not need to be eliminated or avoided. Overuse of such gestures, however, is improper.

6. A homophene is ______________________________

______________________________________.

7. Natural ______________ are allowed when interpreting orally for emphasis and clarification.

As is true of all areas and specialized fields, there is some terminology which is unique to Oral Interpreting. Before going further in this unit, it is important that you master this vocabulary.

STUDENT ACTIVITY #1

Study the following list of terminology. Be able to spell and pronounce terms correctly and understand the meaning within a classroom discussion.

Oral Interpreting
Oral Translating
Visible to Spoken
Spoken to Visible
Homophenous
Homophonous
Support Mechanisms
Consonants
Vowels
Natural Gestures
Associational Cues
Decibels
Hertz
PTA
Residual Hearing
Hearing Aid
Speechreading/Lipreading
Audiogram
Frequency
Intensity
Oral Interpreter Certification: Comprehensive (OIC:C)
Oral Interpreter Certification: Spoken to Visible (OIC:S/V)
Oral Interpreter Certification: Visible to Spoken (OIC:V/S)

Anytime you begin to study a new area, a review of the literature is helpful in understanding trends and issues of which you should be aware. Your instructor has a list of articles and papers on Oral Interpreting. Complete a summary sheet on each article you will select to share with the class. As you read, note who wrote the article, what is the date of the article, what is the opinion and reaction to the article. Read critically, yet with a mind open to new ideas and opinions.

STUDENT ACTIVITY #2

When all students have completed the module up to this point, the instructor will lead the class in discussion of the article read and terminology studied. As you think of questions you want to ask during this time or comments you wish to make, make a note of them here:

____

____

____

____

____

____

____

LITERATURE REVIEW

Title of article or book: ______________________________

Author: ______________________ Publisher: ______________________

Date written or published: ______________

SUMMARY:

ISSUES RAISED:

OPINION OR AUTHOR:

YOUR REACTION:

RELEVANCE TO YOU AS AN ORAL INTERPRETER:

An interpreter can function more effectively if she/he understands the client. This is true of signing or oral deaf consumers. In order to have a broader understanding of oral deaf consumers, your instructor will arrange to bring a panel of people to your classroom.

You need to make personal preparation before listening to and questioning the panel.

STUDENT ACTIVITY #3

What are your preconceptions of oral deaf persons? What level of education do you expect? What ability to function independently do you expect? Will most oral deaf people function at the same cultural, social, and educational level? Explore your feelings, preconceptions, and assumptions of the panel you will meet, and write down what you find.

____

____

____

____

____

What are some questions you want answered by the panel?

____

____

____

PANEL OBSERVATION QUESTIONNAIRE

Date: ______________________ Panel Members: ______________________________

____

____

1. What kinds of educational backgrounds were revealed? Were they varied or similiar?

2. What kinds of employment is reflected among panel participants?

3. Why did panelists prefer to communicate through speech and speechreading rather than through sign?

4. Do any of the panelists use sign language? If so, in what settings do they utilize this form of communication?

5. What problems did panelists mention in communicating? Could these problems be alleviated by use of an Oral Interpreter?

6. What hints were given to enhance your communication ability when functioning as an Oral Interpreter?

COMMENTS:

One of the support mechanisms which can be helpful to an Oral Interpreter is the appropriate use of facial and body expressiveness. You need to become sensitive to the amount of communication which your face alone can portray. You also need to know what natural gestures can be clarifying in nature and what can be confusing. These natural gestures can be used in conjunction with appropriate facial expressiveness to enhance speechread communication.

Now that you are getting the "feel" for using support mechanisms for oral interpreters, you need to do some reading and practice in front of a camera.

INDIVIDUAL ACTIVITY #1

Secure a copy of the "Facial Expressions" cassette tape from your instructor. Using headphones or an earplug, listen to the tape and follow the instructions. When you feel confident of your performance, ask the instructor or another student to watch you, writing down the emotions or phrases they think you are trying to communicate. Compare their list with a master list from the instructor. If you correctly communicated the list, making no more than five errors, you may proceed with the module. If you had more than five errors, meet with the instructor for assistance.

INDIVIDUAL ACTIVITY #2

Read the article by Rebecca H. Carlson, "Support Mechanisms for Oral Interpreting." If you have any questions, meet with your instructor. If you feel confident of your understanding, secure an auditory tape from the instructor. Practice the material several times, then make a videotape of yourself

When deaf people are taught to speak and speechread, they are taught to develop a keen sensitivity to fleeting muscular changes, shadows, tongue movement, and mouth shapes. If you know what an oral deaf individual is looking for while speechreading, you will be more conscious of producing those intricate changes more clearly, enhancing your own speechreadability.

For this reason, your instructor will arrange for a guest lecturer to direct the class several successive times. This person will address lip and tongue movement, cheek movement, and throat muscle movement. It will be helpful if you bring a mirror to class for these sessions to check yourself in the production of speech.

portraying the information through natural gestures, facial expression, body language, and silent oral presentation.

Review the tape. Were the gestures truly natural, or were they exaggerated and unnatural?

Did your face communicate or did your face sometimes contradict what you were saying?

Did you use natural body shifts and shoulder shrugs to clarify communication?

When you are satisfied, ask the instructor to view the tape with you and give you an individual critique. Remember: we are looking at facial expressiveness, natural gestures, and supporting body language...not at the mouth movements at this time.

Personal preparation is needed once again, prior to the visit of your guest instructor on speech production.

Having read the articles above, take time to consider any questions you have, any thing that you did not fully understand or agree with.

STUDENT ACTIVITY #4

In preparation for the classes on speech production, read "Speechreading Strategies" by Marjorie Jacobs, of the National Technical Institute for the Deaf.

Study also the chart by Dr. Joe Rosenstein, "Visibility of Speech Movements in Speechreading."

STUDENT ACTIVITY #5

List any questions you may have for the guest lecturer:

____

____

____

Was there anything you did not understand or would like to have clarified? Were there some things mentioned that you would like to have demonstrated?

____

SPEECH PRODUCTION INSTRUCTION

Name of guest instructor: ______________________ Title: ___

Position or place of work: ______________________ Date: ___

NOTES

QUESTIONS

AREAS OF HELP NEEDED

Following instruction in speech production, you will be given an opportunity to practice the speech production strategies.

At this time you will have an opportunity to blend your skills in facial expressiveness, body language, natural gestures, with newly acquired information about homophonous words, word substitution, contextual clues, and correct word production. You may feel awkward at first, but the development of any new skill requires time and patience.

STUDENT ACTIVITY #6

Secure an audio tape with practice material from your instructor. Practice the material while being observed by the instructor, a visiting oral deaf person, or the guest lecturer. It is important that your early practice be observed so you will not develop inappropriate behaviors which will have to be "unlearned" later.

When your observer has approved of your performance, practice two more tapes and return to the instructor for a test tape.

Another skill which is requried of an Oral Interpreter is "visible to spoken", that is voicing over the deaf person whose speech is unclear or inaudible to hearing consumers. In developing this skill, you need to attune your ears to deaf speech and develop your own speechreading skills. Most hearing people can speechread to some extent because they have a language base upon which to base contextural clues, sentence structures, alternatives, etc. While you may think you cannot lipread, you probably can do better than expected.

Remember the speechproduction techniques learned earlier. Apply these to a speechreading situation, watching for lip, mouth, cheek, and throat movement.

STUDENT ACTIVITY #7

Go to the instructor and ask for the speechreading practice test. You have a test sheet in this book. Your instructor will say each sentence once. You are to watch the instructor's lips and write down what you think was said.

SPEECHREADING PRACTICE TEST*

Name: ______________________________ Date: __________

LIST #1_____ LIST #2_____

JACOBS' EVERYDAY SENTENCES TEST

Directions:

1. The instructor will say a sentence once.
2. Watch the instructor's lips very closely.
3. Write down what you think the instructor said.
4. Two practice sentences first.
5. Final scores based on a point for each word correct basis.
6. Guess if you have to.

Practice Sentences:

1. ______________________________

2. ______________________________

Practice Test:

1. ______________________________

2. ______________________________

3. ______________________________

4. ______________________________

5. ______________________________

6. ______________________________

7. ______________________________

8. ______________________________

9. ____

10. ____

11. ____

12. ____

13. ____

14. ____

15. ____

16. ____

17. ____

18. ____

19. ____

20. ____

THE SMITH FAMILY: Lipread the following story and answer the questions.

1. What is Mr. Smith's job?

2. How many children are there in the family?

3. What is Mr. Smith's wife's name?

4. What grade does Mrs. Smith teach?

5. Where does the family go for their summer vacation?

*Adapted from the Division of Communication Programs
National Technical Institute for the Deaf
Rochester, New York

Now let's work with video tapes of deaf adults who are speaking. This will be the "normal" situation when called upon to do visible to spoken interpreting. You will generally have an oral deaf individual whose voice will not carry loudly enough or whose speech is unintellegible to hearing persons not familiar with deaf speech. In such a situaiton, you may "voice over", that is project your voice above that of the deaf individual. It is helpful if you meet with the deaf person ahead of time and determine how to most effectively interface your skills in such a situation. Many times the deaf individual will prefer to speak for him/herself until or unless someone in the audience indicates an inability to understand. At that time, the Oral Interpreter would begin to interpret visible to spoken. In other situations, the deaf person may already have determined that visible to spoken is required, but may like to work out a system of signals by which to gauge the volume of his/her voice.

STUDENT ACTIVITY #8

Secure the visible to spoken video tape from your instructor. Using an audio tape recorder, watch the videotape and record your voice interpretation. After you finish one model, rewind both tapes. Listen to your voice interpretation as you watch the video tape.

If you need assistance, ask your instructor to observe and give you feedback.

When you feel confident of yourself, ask for the test tape.

Now we are ready for the "real thing." Your instructor will arrange to bring oral deaf models into the class for some interpreting simulations.

Did you remember to make note of fee arrangements, selection of proper clothing, environmental arrangements (backgrounds, lighting, visibility, etc.), and vocabulary preparation?

Remembering the skills developed and knowledge mastered in the Introduction to Interpreting course, list factors to consider and arrangements which should be made prior to the interpreting assignment.

____

____

____

____

____

____

____

What about arrangements to meet the deaf and hearing consumers ahead of time to clarify your role and responsibility? Remember, anytime you interpret, you are to abide by the RID Code of Ethics, maintaining your role as a communication facilitator.

It is important that you seek to upgrade your skills as a professional interpreter. One way to do that is to bring yourself up to RID certification level. Read the information on RID Oral Certification in order to familiarize yourself with the standards you should strive toward.

You are now ready to take the post test, measuring competencies gained in this modular study. If you complete the test with 85% accuracy, you may go on to the next unit.
GOOD LUCK AND HAPPY INTERPRETING!

STUDENT ACTIVITY #9

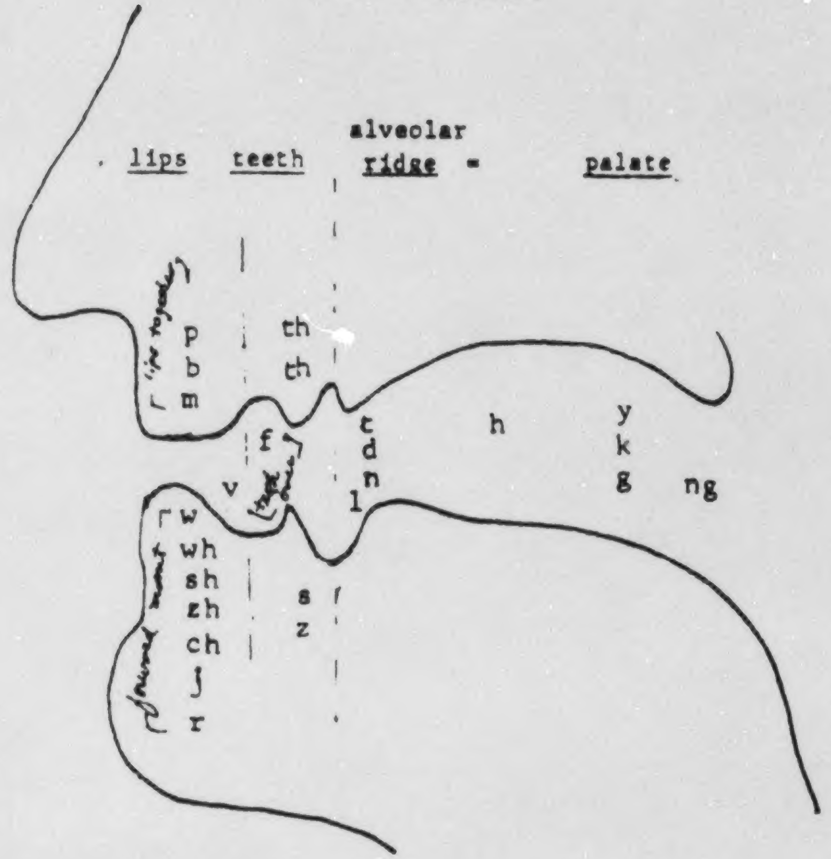
Your instructor will give you a card stating the situation and environmental factors. You are to function as an oral interpreter. Roleplay for the class and/or video tape. Upon completion, discuss the experience with your instructor, the oral deaf adult model, and the class. Review the video tape and critique yourself.

READINGS

INTERPRETING FOR ORAL DEAF INDIVIDUALS AND ORAL INTERPRETER TRAINEES

VISIBILITY OF SPEECH MOVEMENTS

IN SPEECHREADING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Homophenous sounds

(p,b,m)
mp, mb
(cup)
(cub)
(come)

(f, v)
ph, gh
(fairy) cough
(very) phone

(s, z)
c, sc, st,
(sewn) city
(zone) scene
listen
quartz

(t, d,n)
nt, et, ned
nd,bt,th,ght
(tip) want
(dip) jumped
(nip) pined
wind
doubt
Thomas
eight

(sh, zh)

(ashen) Michigan
(azure) moustache
glacier
mission
exception
measure

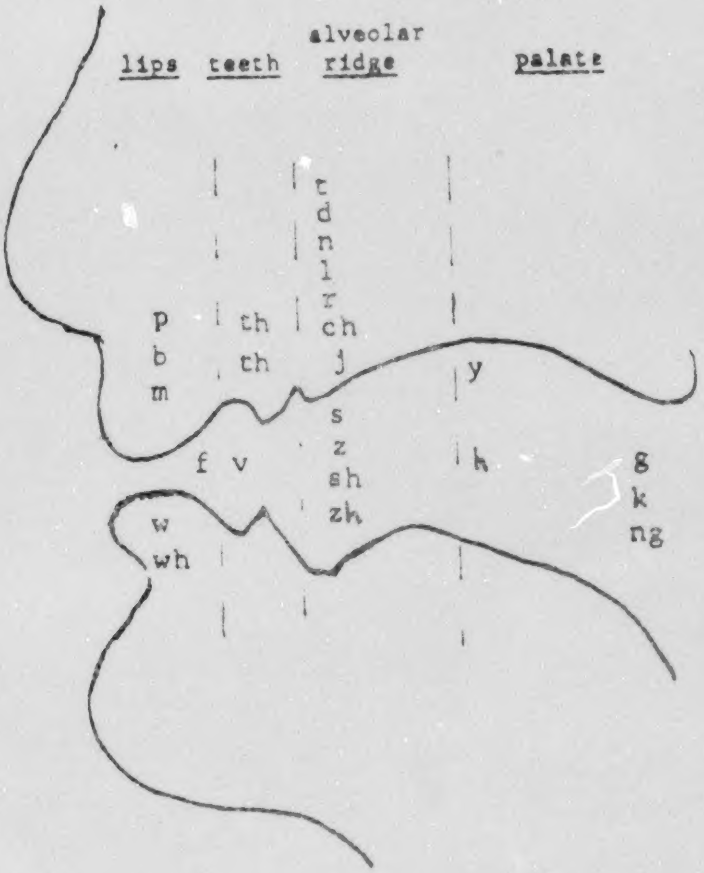
(ch, j)
tch, dge ge
g, ti, te
(cheap) catch
(jeep) edge
George
gee
question
righteous

(k,g,ng)
c,ck,ch,nk
que, ngue, n
(Kit) cat
(get) back
school
(Bang) ink
cheque
tongue
anxiety

(r) wr, rh
(right)
write
rhapsody

FORMATION OF MOVEMENTS:

PLACE OF SPEECH ARTICULATION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Homophenous sounds

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Thomas
eight

(r) wr, rh
(right)
write
rhapsody

The following chapter is reprinted with permission by the author. Kline, Peter and Meadows, Nancy. Physical Movement for Theatre. New York: Richards Rosen Press, 1971.

Chapter XI

EXPLORING THE EXTREMITIES

The basis of all communication lies deep in the center of the body. Its details are in the extremities. Facial muscles, fingers, and toes will fill in the outlines broadly sketched by the torso, the arms, and the legs. You have yet to discover the incredible plasticity of your body that lies in its infinite resources of detail.

Our first exercise is in the form of a competition. We want to find out in how many positions it is possible to hold any given part of the body. Get together about ten people and compete to see who can hold the shoulders in the greatest number of positions. In order to restrict other forms of body movement, you may wish to use the balance board described in Chapter V.

You are to stand on the balance board and try to hold your shoulders in as many positions as possible. You must be able to maintain each position for at least ten seconds without tipping the balance board. You must not reuse any position you used previously. All that is required is to change the relationship of the shoulders to the rest of the body.

It is probable that the first four or five people who try this exercise will find that fewer than ten positions occur to them. It is equally probable that the tenth person in the sequence will be able to go as high as two hundred. The number of positions in which you can hold your shoulders with relation to the rest of your body is virtually infinite, but you have probably never even thought of more than a few of them. All that is necessary is to explore in the company of others, and you will begin to discover the richness of movement that is possible for you. You will begin to develop a creative attitude toward the movement of your body.

In subsequent exploration sessions, try working with the head, the arms, the legs, and the feet. Keep working together with your group until each person feels confident that he could continue to assume various positions forever. One of your main limitations as an actor has been that you have not even tried to imagine interesting things to do with your body because it has not occurred to you that much was possible. Once possibilities have been opened up, you can continue to explore the physical details of each character you play. You will learn that a quarter of an inch properly placed can age a character fifty years; that less than that distance is required to turn joy into sorrow. You will learn to avoid the clichés of movement that are so often seen among amateurs and to make every part of your contribution to the stage picture an interesting new development in the physical unfolding of character.

When you have become aware of the infinite variety of possible arrangements of the larger sections of the body, you are ready to be concerned with the fine details. You will feel more comfortable working alone on these exercises.

Become acquainted with your face and

Figure 39

what it can do (Figure 39). Work with a mirror. There are those who argue against this approach on the grounds that it encourages superficiality. What happens in the face, so it is said, must be a reflection of what happens deep inside the emotions. It must not be artificially produced. So far, we agree. If you are going to use the mirror to build up a repertoire of absurd expressions that bear no relation to actual human feeling, you will only make a fool of yourself. Study the emotive powers of your face as you would study its outlines in preparing to apply makeup. You must know what you have to work with and what it will do. All the emotions in the world will not do you a bit of good if they are forever locked inside of you. You must make of your face the book in which an audience may read your emotions.

Look first at what your eyes will do. Without moving any of the muscles except those within your pupils and perhaps the upper and lower lids you should be able to register a variety of emotions. Go from a lazy glance to a penetrating gaze. Change a look of adoration into one of hatred. Can you register twenty-five distinctly separate attitudes with your eyes alone?

Now try the cheeks. What will they do besides smile? Can you make them appear sunken in order to suggest age? Can you tense the area above them, suggesting uncontrollable rage? Move them toward and away from your nose.

You should pay particular attention to your lips. Most people have lazy lips because the habits of everyday speech are not sufficient to exercise them to full capacity. Begin by stretching your lips all the way back to your ears, saying "ee." Then push them as far out as they will go, saying "oo." Alternate until they are tired, constantly trying to push them a little farther.

Now sensitize the inside of your lips. Place your index finger inside them and suck on it. Feel the inner lip as distinct from the outer lip. Use that inner lip when you speak, giving your words a sensuous, liquid quality. Use it to make the lips more supple. Move your lips about at random, exploring the distinction between inner and outer lip. Distinguish between the lips. If the lower lip is held stiff and only the upper one moves, you can learn to speak very rapidly.

How much do your lips move independently of your jaw? Some people overuse their jaws in speech. Put your hand on your lower jaw to hold it in place, and practice speaking, using only the lips to form the words. Now move only the jaw, keeping the lips tight. Alternate between the two extremes until you have a clearer idea of how jaw and lips interrelate in movement.

Eyebrows, mouth, chin, and nose should all be explored in a similar manner. The explorations are merely for the sake of opening up new territory. Your ultimate concern is making all the parts of your face work together to establish a single mood. Obviously, your repertoire of possible facial expressions will increase if you develop the feeling that the opportunities are infinite. Many actors, some of them well known, seem to get by on only four or five facial expressions. There are even those who try to make do with only one—a completely pointless economy that can be avoided with even a minimum of effort.

Beware of "mugging." Actors who consistently use exaggerated facial expressions quickly become annoying to watch. You should be able to exaggerate when necessary, but in general you should cultivate understatement. If the expression is in excess of the emotion that has been established by other means, the effect is ridiculous.

Obviously the same kind of facial technique will not work on the stage as in the films. When the audience is at a distance, a certain amount of exaggeration is essential. You must project the expressions on your face just as you project your voice. In the end, feeling and experience must be your guides in choosing appropriate facial expressions. You will have to do a lot of experimenting before you get the results you want.

Let us now pay some attention to the action of the fingers. They play a very important role in determining the degree of grace that a character communicates. We shall begin by considering the ideal position of the fingers in relation to one another, as laid down for our guidance by classical and Renaissance sculptors. Look, for example, at the extended arm of the Virgin in Michelangelo's *Pietà* (Figure 40). The index finger is extended the most, pointing, but slightly curved. The other fingers are increasingly curved in toward the palm. The middle and ring fingers form something of a unit, being a little closer together than the others. The thumb points in the same direction as the index finger.

It would be a good idea for you to train your fingers so that they fall naturally into this position when you are not trying to achieve some other effect. Fingers can easily look grotesque, which can be disconcerting during a love scene.

Flexibility of finger movement is associated with flexibility in the wrists. An exercise to limber up the wrists is the following: Hold

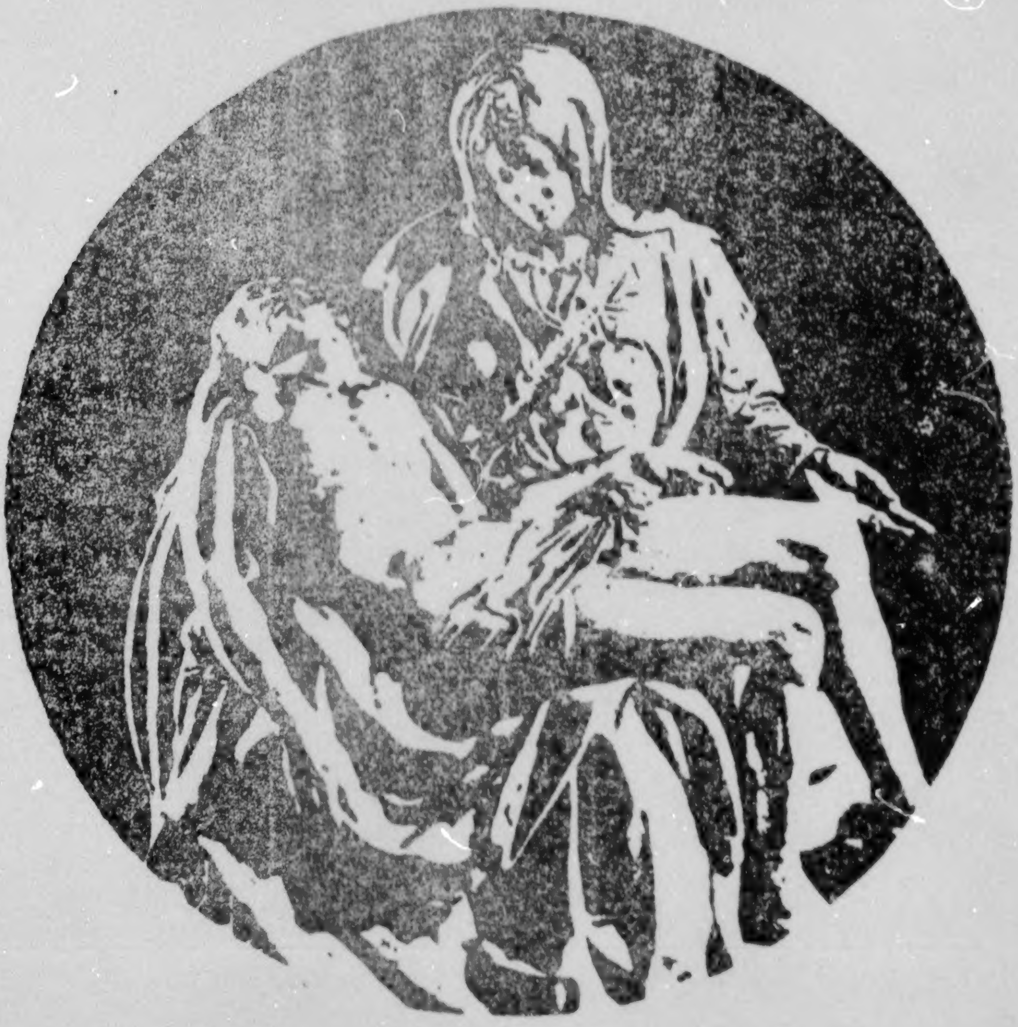

Figure 40

your arms so that they extend out from your body, parallel to each other and to the floor. Make certain that the elbows remain stationary. Let the hands hang down from the wrists. With the tips of your fingers, trace a figure 8 in some imaginary sand. In doing this exercise you should feel a pull on one of the muscles in your forearm that you make very little use of. Occasional use of this exercise should bring sparkle and excitement into the actions of your fingers, which should no longer be felt to be an extension of the hand, but should take on a life of their own.

Finally, let us consider the toes. Although they almost never show, since you wear shoes most of the time, they significantly affect what you do with the rest of your body.

The way you come down on your feet affects the way you carry the weight of your whole body. Some people tend to walk on their heels and sink down into themselves, presenting a slightly caved-in appearance. Others walk more on their toes and appear to be leaning forward, peering out at the world. Before going on, reread the remarks on walking in Chapter V.

You can affect a characterization significantly by changing the way you land on your feet. Probably you make little use of your toes. Actively involving your toes in walking, making them feel something like fingers, will tend to bring your whole personality forward a little. If you are playing a very outgoing person, concentrate on communicating with the tips of your lips (using exaggeratedly good diction), with the action of your fingers, and with the tendency of your toes to reach out and become involved in walking. Think of all of these as one action.

An exercise to help you become more conscious of your toes is to use the pointed toe associated with dancing the minuet. With each step before you put your whole foot on the floor, point the toe and just touch it to the floor. Then let the foot come down. This will turn your walk into a kind of strutting that will tend to straighten your back and bring your weight forward. Walking in this manner will help you sense what is needed in the physical projection of any role. It is essential preparation for the portrayal of a role in Restoration drama.

If you are having trouble with the above exercise, it may be that you do not yet have sufficient control over your sense of balance. In that case, return to the section on balance in Chapter V.

We have considered some of the parts of the body that are most subtle in their expressiveness. It is in your work with them that you will perhaps do the most in developing your personal style, as it is in details of movement, particularly of the face and the hands, that actors tend to identify themselves. Perhaps you will observe and imitate some favorite actor in the initial development of your style. This is not to be discouraged, as it is one way to help yourself learn what mature acting is like. It is, however, no substitute for your own style, as the actor you are imitating will always seem better than you do when you imitate him. Imitate, then, as a step in the learning process, but do not expect your imitation to be accepted as a final product. Perhaps you will go through stages of imitating several actors and eventually synthesize the good qualities of the various styles in order to develop your own.

When you are developing your sense of how to use your extremities, remind yourself from time to time that the body must operate as a unit, and that all we have said in the previous chapters must continue to be practiced in relation to what you are doing now. In thinking thus, you will eventually carry yourself beyond exercise to the point that all exercises become one because they all interrelate in your mind through a well-unified body.

saint paul public schools
TECHNICAL VOCATIONAL INSTITUTE
235 MARSHALL AVENUE ST. PAUL, MINNESOTA 55102 TELEPHONE (612) 221-1300

November 6, 1981

Melinda McKey
Deaf Student Services
Building 32-5
TSTI
Waco, TX 76705

Dear Ms. McKey,

I am pleased to give you permission to reprint the materials I have developed for Oral Interpreting.

Thank you for your contribution to the field of curriculum development in Interpreting.

Sincerely,

Rebecca H. Carlson

Rebecca H. Carlson
Chairperson
Interpreter Training Program

RHC/mb

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STUDENT SERVICES

Rebecca H. Carlson
St. Paul TVI
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SUPPORT MECHANISMS FOR ORAL INTERPRETING

Support mechanisms are the subtle actions, facial expressions, body movements which may accompany oral interpreting to reinforce or clarify the message. There are a large variety of support mechanisms ranging from overt to discreet. The use of these options is dictated by the consumer. One of the responsibilities of the interpreter is to discuss with the consumer which support mechanisms are acceptable.

A partial listing of support mechanisms and how they might be used follows.

I. Gestures

A. Gestures are always natural. Observe people in everyday conversations and become cognizant of the gestures they use and for what purposes. In general, the gestures you use as an interpreter need to feel natural for you.

B. Indicating with your fingers helps when conveying a series of points. For example: "The first issue is... The third point I want to make .." Two opposite ideas may be placed on the interpreter's right and left and referred to by gesturing.

C. Indicate who is speaking when a question comes from the audience.

D. Indentify the speaker in a panel or group discussion.

E. Gestures are useful for conveying emphasis. A closed fist punching the air or an extended first finger are two examples.

F. Vocal intonations are conveyed more clearly with the use of natural gestures. "I'm hungry" (add a hand on the stomach). "Oh no!" (add a hand on the cheek).

II. Body Language

A. Body language can be effectively used by the interpreter to support gestures and to clearly deliver a message.

Carlson continued:

B. Shift the body (shoulders or upper trunk if sitting) to indicate speakers. This is a useful technique for a dialogue or panel of speakers.

C. A body shift can be used to indicate a series of actions.

D. A slight shifting may be used when discussing opposites or comparisons.

E. A body shift is a useful technique for indicating a demonstration or directing attention to a specific area or person.

III. Facial Expression

A. The effective use of facial expressions is paramont for oral interpreting.

B. Raised eyebrows can indicate a question, a relative clause, surprise.

C. Furled eyebrows can indicate a question, concern, anger.

D. Eye contact with the consumer(s) is helpful for both interpreter and consumer.

1. Eye contact can also be used to indicate a dialogue, or a number of speakers.

IV. Sign Language

A. Individual signs are accepted by some consumers for clarification purposes.

B. Fingerspelling is often used for proper names, place names, key words that are difficult to speechread.

C. Writing in the air may also be used for the same reasons as fingerspelling. Numbers may be printed in the air. Some consumers desire numbers and words printed backwards by the interpreter so that they are forward for the consumer.

V. Paper and Pencil

A. The discreet use of paper and pencil for clarification is another possible support mechanism.

Rebecca H. Carlson
St. Paul TVI
1980

SUGGESTIONS FOR DEALING WITH LOW VISIBILITY WORDS

Everything that we say involves context. If you read the words, "Oh no" on paper, you have no idea if they mean horror, surprise, or delight. However, when the words are accompanied by a context filled paragraph, you will easily understand which emotion they convey. It is much the same with speechreading. Speechread in context, the phrase, "What's the matter" would never be confused with "What's the patter or batter". The problem for speechreaders and the challenge therefore for oral interpreters, is dealing with low visibility words that are content words and occur in loose context situations. For example, the sentence "Give me the bat" could be easily confused with "Give me the mat" or "Give me a pat". Very short sentences can cause problems as can sentences that begin with a low visibility key word. The following is a partial listing of suggestions for dealing with low visibility words or phrases.

Dealing With Low Visibility Words/Phrases

1. Use a higher visibility synonym
   ex. a hundred = one hundred

2. Add a clarifying word
   a. adj. - ex. Give me the bat.
      Give me the baseball bat.
   b. synonym - ex. The lamb won first prize.
      The lamb or sheep won first prize.
   c. Opposite - ex. She saw a man she liked.
      She saw a man not a woman she liked.

3. Add a clarifying gesture
   ex. What a pretty vase you have.
   What a pretty vase (gesture towards it) you have.

4. Use one of the suggested support mechanisms
   see separate handout

5. Repeat the noun instead of using a pronoun
   ex. He told me about your house.
   Bill told me about your house.

6. Change phrasing
   a. shorten - So, you see, the point I've been trying to make is...
      My point is.....
   b. lengthen - For example...
      To give you an example.....

7. Lengthen a short sentence by adding more content words
   ex. Do you want onions?
   Do you want onions on your hamburger?

8. Reorder a sentence(s) to introduce the main idea earlier.
   ex. We have an interesting topic to discuss today as we talk about Kings and the roles they have played in history.
   Today we will talk about kings or rulers and their role in history. It will be an interesting discussion.

VOCABULARY GUIDE

Terms and Definitions:

1. Oral Interpreting: the incidental or substantial rewording of the speaker's remarks, presented with or without voice and always with natural lip movement.

2. Oral Translating: verbatim presentation of the speaker's remarks by means of natural lip movements, with or without voice.

3. Reverse oral interpreting/ Visible to spoken interpreting: verbal rephrasing of the spoken message of a hearing impaired person who may or may not use voiced speech, standard inflectional patterns and grammatical construction.

4. Reverse oral translating/visible to spoken translating: Spoken presentation of the exact words of a hearing impaired person who may or may not use voiced speech, standard inflectional patterns and grammatical onstruction.

5. Homophenous: Words which look alike on the lips but are spelled differently.

   example: package and baggage

6, Homophonous: Words which sound alike but are spelled differently and have different meanings.

   example: dye, dice, die

8. Support mechanisms: the use of techniques such as gesturing, word substitutions, facial and body expression, which support or aid in the oral interpreting process.

9. Consonants: a sound produced by a contact or construction of the speech organs which results in complete or partial blockage of the breath stream. Consonants are sounds which are articulated.

10. Vowels: sounds characterized primarily by the shape of the resonance cavities; chest, mouth, nasal. Vowels are sounds which are enunciated.

11. Natural gestures: those natural movements of the hands, fingers, arms or head that emphasize a spoken word or message, indicate direction or activity, or convey a feeling or mood.

12. Associational cues: in communication, associational cues are facial expressions, body movements, gestures, personal characteristics or writen information which reinforces words that are spoken.

13. Decibals: measurement of sound

14. Hertz: (Hz) Cycles per second

15. PTA: Pure tone average

16. Residual hearing: amount of limited hearing a deaf person may have. Its usefulness for listening to and understanding speech varies with the individual.

17. Hearing aid: a device to amplify sound. Amplifies those sounds a person can already hear. Example: If a person can distinguish speech sounds without an aid, he/she will be better able to understand speech with an aid.

18. Speechreading/Lipreading: the process or ability of translating a persons visual speech production into meaningful words. Approximately 25-40% of speech is visible on the lips, but the potential for understanding a higher % is increased by context, associational cues, clear speech production and appropriate environmental conditions.

19. Audiogram: a two-dimensional chart on which an audiologist can plot the frequency and intensity of a persons hearing.

20. frequency: one of two factors distinguishing sounds. As the frequency of the sound increases, its pitch rises.

21. intensity: one of two factors distinguishing sounds. As the intensity of a sound increases, its loudness increases.

22. Oral Interpreter Certification:Comprehensive/ OIC:C: Ability to paraphrase/ transliterate a spoken message with or without voice and with natural lip movements with hearing impaired persons and the ability to understand the speech and/or mouth movements of a hearing impaired person and repeat it exactly or in essence for the benefit of a third person.

23. Oral Interpreter Certificate:Spoken to Visible/OIC:S/V: Ability to paraphrase/ transliterate a spoken message with our without voice and with natural lip movement with hearing impaired persons and possess limited or minimal skills in ability to understand the speech and/or mouth movements of a hearing impaired person and repeat it exactly or in essence for the benefit of a third person.

24. Oral Interpreter Certificate: Visible to Spoken/ OIC:V/S: Ability to understand the speech and/or mouth movements of a hearin impaired person and repeat it exactly or in essence for the benefit of a third person.

25. PL 94142: A law which entitles all handicapped children to a free and appropriate education in the least restrictive environment.

26. Section 503: A part of a law which entitles all handicapped persons to equal employment opportunities.

27. Section 504: A section or part of a broader law. This ection entitles all handicapped persons equal access to public services and education.

28. Congenital Deafness: When a person is born deaf.

29. Adventitious Deafness: Deafness occuring sometime after birth.

30. Prelingual Deafness: When deafness occurs before the acquisition of language. This is usually defined as before the age of three.

31. Postlingual Deafness: When deafness occurs after the acquisition of language. This is usually defined as after the age of three.

The following material (Oral Interpreting Workshop Pre and Post Tests, Speechreading - Basic Course list of homophenous words, and the script for Oral Interpreting Practice Tapes) was developed by the Department of Educational Support Services, NTID at RIT, N.Y. It is reprinted here with permission of the publisher.

NTID has also recently completed an Oral Interpreting Curriculum which will be available very soon. For more information, trainers are encouraged to contact Joseph Avery, Chairperson, Educational Support Services, NTID at RIT, N.Y

Oral Interpreting Workshop
Pre-Test

Deafness and Ethics

-circle one-

1. About 80% of the English language can be lipread. T F

2. Deafness is on the decline today. T F

3. Deafness is an isolating handicap. T F

4. The age at which a person lost her/his hearing has a direct bearing on her/his ability to develope language. T F

5. Hearing aids can correct hearing. T F

6. "The hard of hearing person has a much harder time adjusting to her/his environment than does a profoundly deaf person" T F

7. "The outcome of a deaf person's educational and social adaption is directly related to her/his language competence not her/his speech performance." T F

8. "English for the congenitally or pre-lingually deaf can be viewed as a second language." T F

9. "The worst effect of a severe hearing loss is loss of speech." T F

10. The deaf are a minority group and possess similar characteristics of other minority groups. T F

11. The amount of residual hearing affects the quality of speech. T F

12. The society is well aware of the needs of the deaf. T F

13. In general, the deaf community is always asked and involved in decisions which may affect their welfare. T F

14. Hearing aids should be prescribed like eye glasses. T F

15. A large percentage of deaf people are poor readers. T F

16. Explain a little about each of the following;
    a. db loss:

    b. **Audiogram:**

    c. Body Aid:

17. List four causes of deafness.

18. Define one of the following laws.

    a. PL 94/142

    b. Section 504 of the Rehab. Act of 1973

19. List two factors which impact on speechreading and explain why.

20. The ability to speechread is something that anyone can be taught to do T F

21. Homophenous words are words which are spelled the same but are pronounced differently. T F

22. Using sign language insures more understanding by a deaf person then if the deaf person relies solely on speechreading. T F

23. One factor of speech production is where in the mouth the sound is produced and how visible it is to a speechreader. T F

24. An oral interpreter might use the technique of adding a clarifying word in certain sentences. T F

25. An oral interpreter might use the technique of disregarding certain words or statements if they are too difficult to speechread. T F

26. Oral interpreters do not have to "reverse" interpret for oral deaf persons. T F

27. An oral interpreter should make every effort to keep their hands motionless or "in their lap" while oral interpreting. T F

28. When an interpreter is orally interpreting they always follow a verbatium presentation of the speakers words or remarks. T F

29. Define the following terms:

    A. Support mechanisms-

    B. Clarifying gesture-

    C. Visible to spoken-

    D. Spoken to visible-

    E. Transliteration-

    F. Interpreting-

30. What is the Alexander Graham Bell Association for the Deaf?

31. What is the difference between these two methods of communiation: manual communication, oral communication.

32. If a deaf person has above average oral communication and speechreading skills why would they need an oral interpreter?

33. The need for oral interpreting is very limited in comparison to the need or demand for sign langauge interpreting. T F

34. Oral interpreting skills can be a handicap to a good sign language interpreter. T F

35. The earlier speech training occurs the greater the potential for success in learning oral communiation. T F

ORAL INTERPRETING WORKSHOP

Pre-test

ETHICS

Please respond to the following questions as if you were responding in a "real life" situation. The purpose of the test is to measure students' ability to describe their role; to facilitate the interpreting process and to handle situations related to the process.

1) You have been asked to orally interpret for a group of deaf persons. When you arrive and meet the consumers, they all express varying preferences for what interpreting behavior you should use. ex: -some want technical words fingerspelled, some want no hand movements at all, etc. What would you say or do to handle the situation?

2) You are attending a large conference as a back-up interpreter. You are certified as both a S.L. interpreter and an oral interpreter. Another interpreter is presently doing the interpreting but a group of oral deaf persons in the audience tell you they cannot follow the interpreter because they have very poor mouth movements and the signs used are distracting. They ask you to orally interpret. What would you do or say to handle the situation?

3) You are orally interpreting for a deaf person who is also presenting a one-hour lecture. When you ask if you should "voice", the response is - "No, I will speak for myself." When he begins presenting, people in the audience say to you, "I can't understand him." "What is he saying?" What do you do or say to handle the situation?

4) While functioning as a 2nd interpreter during an assignment, you are waiting to relieve the 1st interpreter. Several of the deaf persons in the audience know you and begin to ask you questions about the lecture while you wait (ex: what was that word?) What can you do or say at the time to handle the situation? What techniques can you use when there are 2 interpreters to avoid such situations.

5) You are interpreting a meeting between a lawyer and a deaf person. At your request, you meet both of them early to "explain your role." You are in the lawyer's office and have their attention - What do you say or do that explains your role?

6) You accept an assignment to interpret a class. The deaf student is making a presentation that day. You are reverse interpreting but not representing the student well because you are having difficulty understanding. The student realizes this and becomes frustrated. What would you do then to handle the situation? What could you do to avoid the situation in the future?

Developed by Linda Siple

Oral Interpreting Workshop

Post-Test

General Knowledge

	-Circle One-	
1. The quality of speech affects the amount of residual hearing.	T	F
2. Hearing aids are not prescribed like eyeglasses.	T	F
3. Oral deaf people are more educated than manual deaf people	T	F

4. Please explain in a few sentences about each of the following:

    a. dB loss:

    b. audiogram:

    c. body aid:

5. Please circle the answers that represent the causes of deafness.

    a. spinal menigitis
    b. spinal chord damage
    c. hereditary genes
    d. noise induction during pregnancy
    e. exposure to deaf child(ren) during pregnancy
    f. rubella
    g. chronic otitis media colds
    h. colds
    i. excessive intake of Vitamin C
    j. sudden exposure to new sounds after birth
    k. drugs
    l. tinnitus
    m. venereal diseases

6. Please indicate one provision that affects hearing impaired individuals in each of the following:

    a. PL94-142

    b. Section 503 of the Rehab. Act of 1973:

    c. Section 504 of the Rehab. Act of 1973:

ORAL INTERPRETING WORKSHOP

POST-TEST

Ethics

Choose the answer you think is most appropriate. If there is not an appropriate choice, write in your preferred response.

1. You are assigned to orally interpret during a large conference. You are the ONLY interpreter scheduled. During the conference one of the oral hearing-impaired persons asks you to reverse oral interpret (visible to spoken) for him while he makes a presentation, "to make sure that the hearing audience understand." However, there are still a group of hearing-impaired persons in the audience who will need your services since the speaker will be too far away to speechread. What do you do??

   A. Tell the hearing-impaired people they will have to decide what you should do.

   B. Explain that they should have requested more than one interpreter in the first place.

   C. Recommend trying to locate a second oral interpreter to help out during the presentation. If one isn't available, try to come to some group concensus.

   D. Have the hearing-impaired people move their chairs in front of you so they can speechread you while you reverse oral interpret (visible to spoken) the speaker.

   E. Other: ____

   ____

   ____

2. You are orally interpreting a meeting between hearing-impaired parents and a classroom teacher. The teacher has expressed concern regarding the abnormal behavior of the couple's child and strongly suggests family counseling through family and children services. The parents are agreeable to the idea but cannot afford to pay for interpreting services during the counseling sessions. The school cannot pay either. YOU know of a special community agency which has a fund that will pay for the interpreter in such situations. What do you do?

   A. You tell them about the fund and who to contact.

   B. You inform the community agency of this special case and ask them to assist.

(continued)

Oral Interpreting Workshop - Post-Test

(Question #2 continued)

C. You volunteer your services, knowing you can get the money from the agency later.

D. You tell the teacher or the hearing-impaired couple in private AFTER the session.

E. Other: ______________________________

____

____

3. During a college class, which you are orally interpreting, one hearing-impaired student continually mumbles remarks to you about the teacher or unrelated matters. One day the teacher walks over and demands, "What did he say????" What do you do?

A. Since the teacher is the "boss" in the classroom you tell him/her what the student said.

B. You repeat or orally interpret the teacher's statement and wait for some further response from either the student or teacher.

C. You tell the teacher you have no idea what the student said (even if you do) and hope that the teacher will drop it.

D. You explain to the hearing-impaired student when the problem first arises that the teacher might get upset with him/her so he/she better stop making sideway of off the point remarks.

E. Other: ______________________________

____

____

4. You are orally interpreting for a hearing-impaired person who is interviewing for a job. The hearing-impaired person has stated that he/she will speak for themselves and you will not need to reverse oral interpret (visible to spoken). While the hearing-impaired person is responding to a question from the employer, the employer turns to you and says, "Is that the best he can speak?" What do you do?

A. Ignore the statement and hope the employer realizes his rudeness.

B. Orally interpret the employer's statement to the hearing-impaired person and wait for further response from either the employer or the hearing-impaired person.

C. Tell the hearing-impaired person the employer is having difficulty understanding his speech and perhaps you should reverse oral interpret.

(continued)

Oral Interpreting Workshop - Post-Test

(Question #4 continued)

D. Explain to the employer that the speech of a hearing-impaired person is often difficult to understand until you become used to it.

E. Other: ______________________________

____

____

5. An oral hearing-impaired person asks you to interpret for him in court. You feel you are not qualified, but the hearing-impaired person feels you will do fine. What do you do?

A. Offer to suggest other oral interpreters who have legal experience. If none of them are available, then you will accept the assignment.

B. Refuse the assignment and explain that it is because you feel your skills are not adequate and the situation requires skill.

C. Accept the assignment because he knows your skills and still wants you to interpret.

D. Other: ______________________________

____

____

6. You are orally interpreting for a group of hearing-impaired persons. While you are interpreting one person indicates that you are using too much facial expression. Another indicates that you are doing a great job. What do you do?

A. Ignore the first person and continue the best you can.

B. Check you use of expression to make sure it is consistent with the speaker. If you are exaggerating, then tone down. If not, continue to do the best you can and afterwards ask for more suggestions and feedback from the deaf person who was uncomfortable.

C. Tell the other hearing-impaired people that one person thinks you use too much expression and ask that they as a group tell you what to do.

D. Other: ______________________________

____

____

7. Define the following terms:

   a. Oral interpreting from spoken to visible means-

   b. Oral interpreting from visible to spoken means-

   c. Transliterating means-

8. List five factors ~~which~~ effect speechreading and explain why.

   a.

   b.

   c.

   d.

   e.

9. If a hearing impaired person has the ability to lip/speechread very well, then why should s/he need an oral interpreter? Please give a few examples to support this.

10. Define the word HOMOPHENOUS and describe three techniques an oral interpreter can employ to deal with homophenous words.

    Homophenous means:

    Techniques and oral interpreter can employ are:

    A.

    B.

    C.

11. What are the "support mechanisms" in oral interpreting? Describe at least three of them. How are they used?

Developed by Linda Siple

ATTACHMENT A

Session #23 - Workshop 3 - Interview Questions

(Note: These are sample questions - panel can add additional questions as desired.)

1. Why do you want to become a certified oral interpreter?
2. What do you think is the most important aspect of the Code of Ethics and why?
3. If you were orally interpreting for a college student who continually would not pay attention while you were interpreting, what would you do?
4. You have been orally interpreting for a counselor and a hearing impaired person during a counseling session. The counselor is called out of the room for an emergency and you are left with the hearing impaired person. He/She tells you that he/she does not trust the counselor and has not been telling the truth. What do you do?
5. You have just completed a TTY call making arrangements to interpret for a hearing impaired person at the doctors. You forget to tear off the paper with the details from the TTY and your spouse reads it and begins to question you. What do you do?
6. While interpreting for a lawyer and his hearing impaired client, you are asked by the lawyer to stay after the client leaves. When you do the lawyer begins asking you if you think the client is guilty or not or if you have any details. What do you do?
7. Please define the difference between oral interpreting and oral translating or transliteration.
8. You are on a lunch break during an oral interpreting assignment at a conference and you are eating with several other interpreters. They begin talking about what some of the hearing impaired people said during conference settings and in general "comparing notes" - What do you do?
9. You are at a meeting where you are interpreting for a large group. During a break several hearing impaired people come up to you and ask if you were the interpreter who interpreted for a recent court case. What do you do?

10. During a meeting, one hearing impaired person you are interpreting for, comments to you,"That speaker makes me sick." What do you do?

11. You are a substitute interpreter for a college class. After class the student says, "I like you better than the regular interpreter. Can you come and interpret regularly?" What do you do?

12. You were the interpreter for a hearing impaired couple in a civil court case. They were suing a company for a sum of money. They lost the case. You are later contacted by a lawyer who tells you the couple is asking for the case to be heard again because you were not a good interpreter. How do you respond to the lawyer?

13. You are interpreting for a doctor and his hearing impaired patient. The doctor says to you under his breath, "Do you think the patient can handle some bad news?" What do you do?

14. You are at a social gathering and are talking to a group of hearing and hearing impaired people. While you are in a group conversation one of the hearing impaired persons asks you, "Hey, Can you interpret for me at the Social Security office on Thursday?" What do you do?

15. You are interpreting for a hearing impaired person at a social service agency where he/she is applying for financial aid. The agency representative asks for answers to questions to put down on the application form. As the hearing impaired person answers you become aware they are being dishonest about the number of dependents, income sources, etc. in an effort to try and collect more aid. What do you do? After all it's your tax dollars too!

16. You are interpreting for a hearing impaired person and a VR counselor. The VR counselor is denying the hearing impaired person access to services you know he/she are entitled to. The hearing impaired person is unaware of the VR counselors discriminating behavior, which is very obvious to you. What do you do?

NTID COMMUNICATION CENTER

COURSE: Speechreading - Basic Course

C. QUICK IDENTIFICATION EXERCISES

Lists of homophenes used for quick identification exercises
Lists of sentences containing a homophene:

LECTURE 3 :

Homophenes	Sentences
1. face-vase-phase	1. The child's face looked very happy.
	2. The vase was filled with flowers.
	3. The third phase part of the program starts now.
2. fast-vast	1. Am I talking too fast? rapidly
	2. America is a vast enormous country.
3. fail-veil	1. Did you fail your test?
	2. The bride's veil blew off in the wind.
4. file-vile	1. I shall have to file the wood.
	2. He had a vile temper.
5. ferry-very	1. The ferry will take us across the river.
	2. The weather is very cold.

LECTURE 4 :

Homophenes	Sentences
1. sheep-cheap-jeep	1. The sheep were brought into the barn.
	2. Its a very cheap trip.
	3. The jeep was used on the farm.

LECTURE 4 Homophenes and sentences cont'd

Homophenes	Sentences
2. shop-chop-job	1. I would like to shop for presents.
	2. Would you like a lamb chop for dinner?
	3. Did you get the job?
3. share-chair	1. Would you like to share my table?
	2. The chair goes by the fireplace.
4. sharp-charm	1. The knife is very sharp.
	2. He has alot of charm.

LECTURE 5 :

1. beech-peach	1. The beech tree is a beautiful color.
	2. Would you like a peach for dessert?
2. bill-pill-mill	1. Let me pay the bill.
	2. The pill should be taken first thing in the morning.
	3. The mill is a hundred years old.
3. boys-poise	1. The boys played football yesterday.
	2. She has alot of charm and poise.
4. bail-pail-mail	1. The prisoners bail was set very high.
	2. Would you fill the pail with water.
	3. I'll mail the letter tonight.

Homophenes and sentences

LECTURE 6:

Homophenes		Sentences
1. bath-path	1.	I think the dog needs a bath.
	2.	The path was covered with snow.
2. bush-push	1.	The holly bush was covered with berries.
	2.	Please don't push.
3. baste-paste	1.	Its time to baste the turkey.
	2.	The picture needs some more paste.
4. Bore (boor) -pore-more	1.	He is such a boor.
	2.	I need to bore a hole in the wall.
	3.	The student began to pore over his book.
	4.	No more thank you.

LECTURE 7:

1. choose-juice-shoes	1.	Which pair will you choose?
	2.	Would you like some orange juice?
	3.	My new shoes pinch my feet.
2. chip-ship-jib	1.	Would you like a potato chip?
	2.	The ship pulled into the harbor.
	3.	The jib of the sailboat swung around in the wind.

LECTURE 7 Homophenes and sentences cont'd

3. chin-shin-gin
   1. The boy cut his chin on the table.
   2. The football player knocked his shin on the table.
   3. Gin is made from mashed grain.

LECTURE 8:

1. munch-bunch-punch
   1. I'd like to munch on an apple right now.
   2. I bought a bunch of flowers today.
   3. Can you punch a hole in this paper?
2. bump-pump
   1. The car has a bump on the back fender.
   2. May I borrow your bicycle pump.
3. baggage-package
   1. How much baggage can you take on the plane?
   2. Would you mail this package for me?
4. blade-plate-plane-played
   1. The blade of the knife is very sharp.
   2. Be careful, the plate is hot.
   3. What time does your plane leave.
   4. Have you ever played bridge?

LECTURE 9:

1. feet-feat-feed
   1. The bars were six feet tall.
   2. The game was a feat of endurance.
   3. Children like to feed birds in winter.

LECTURE 9 Homophenes and sentences cont'd

2. feel-veal-field
    1. How do you feel today?
    2. We will have roast veal for dinner tonight.
    3. The snowmobile roared across the field.

3. rhyme-ripe
    1. Some poems do not rhyme at all.
    2. Would you like a ripe peach?

4. seat-seed-seen(scene)
    1. Lets rest on this seat for a moment.
    2. The seed should be planted in the spring.
    3. Have you seen the new movie?
    4. Lets go over the last scene once more.

LECTURE 10:

1. boat-moat-moan-mode
    1. How about a boat ride?
    2. The old castle had a moat.
    3. The child began to moan in pain.
    4. Fashion and the mode of dress changes quickly.

2. feet(feat)-feed
    1. My feet ache today.
    2. The race was a feat of endurance.
    3. I like to feed the birds in winter.

3. fine-vine-fight
    1. I feel fine today.
    2. The vine was covered with grapes.
    3. Who started the fight?

Homophenes and sentences cont'd

LECTURE 11:

1. fat-fad-fan-vat-van

   1. The fat is in the fire.
   2. What is the latest fad?
   3. I'll put the fan on in the living room.
   4. The vat of wine was kept in the cellar.
   5. The moving van is in the driveway.

2. fault-vault

   1. Whose fault is it?
   2. The will is in the vault at the bank.

3. bound-mound-pound

   1. He is bound to tell the truth.
   2. The mole made a mound of earth.
   3. I need a pound of potatoes.

LECTURE 12

1. died-tied-dine-tight-night

   1. All the gold fish died in the bowl.
   2. The boat was tied to the post.
   3. Did you dine out last night?
   4. My shoes feel a little tight.

2. piece-peace-bees

   1. Would you like a piece of cake?
   2. Do you think we shall have peace soon?
   3. Bees are very intelligent insects.

3. batter-patter madder-matter banner

   1. I'll make some batter for the waffles.

LECTURE 12 Homophenes and sentences cont'd

2. What is the matter?

3. The rain began to patter on the window.

4. Who will carry the banner?

5. The waiter was rude and the customer got madder.

LECTURE 13:

1. white-wide-whine
wine

1. The walls of the room were painted white.

2. How wide is the hall?

3. The dog began to whine during the storm.

4. White wine should be served with fish.

2. done-ton-nun(none)
nut

1. What have you done about it?

2. The ship carried over a ton of steel.

3. We have none available right now.

4. The nun visited the sick in the hospital.

5. He's a real nut.

LECTURE 14:

1. mold-bold
mould-bowled-polled

1. The mold was made of copper.

2. The bread was covered with mould.

3. The young man was not bold enough to ask for a date.

4. She was bowled over by his charm.

5. The delegation was polled by the chairman.

LECTURE 14 Homophenes and sentences cont'd

2. time-dime-type
    1. Its time to leave now.
    2. I have to type a term paper.
    3. I don't have a dime for a phone call.

3. fine-fight-find
    1. I feel fine today.
    2. You look as though you were in a fight.
    3. Did you find your room?

LECTURE 15

1. leaf-leave
    1. There is not a leaf left on the plant.
    2. What time does your plane leave?

2. joint-join-joined
    1. We'll have to fix the joint on the pipe.
    2. Will you join me for supper?
    3. The rope was joined to the boat.

3. boast-most-post-posed
    1. Some people like to boast.
    2. He is most careful with his money.
    3. Will you post this letter for me?
    4. The burglar posed as a repair man.

LECTURE 16

1. tame-name
    1. The bear seemed very tame.
    2. What is your name?

2. belt-pelt-melt
    1. The belt was made of brown leather.

LECTURE 16 Homophenes and sentences cont'd

3. The snow started to melt in the warm weather.

3. chain-jade-shade
    1. The chain on the lock was broken.
    2. Chinese jade is very expensive.
    3. The window shade is broken.

4. limb-limp-lip
    1. The limb of the tree blew down in the gale.
    2. I began to limp with pain.
    3. Some speech sounds have no lip movements.

LECTURE 17

1. lamb-lamp-lap-lab
    1. Roast leg of lamb was served for dinner.
    2. The lamp was very old.
    3. The child sat in his mother's lap.
    4. Is the lab on the first floor?

2. dose-doze-nose-toes
    1. The doctor prescribed a dose of medicine.
    2. The old man began to doze in the sun.
    3. My nose got a bad sunburn.
    4. A speechreader has to keep on his toes.

LECTURE 18

1. June-chewed-shoot(shute) jute
    1. His bithday is on the first of June.
    2. The puppy chewed up the slipper.
    3. The soldier learned to shoot with a rifle.

LECTURE 18 Homophenes and sentences cont'd

4. Jute comes from an Indian plant.

2. metal-medal-meddle-peddle petal-pedal

1. The statue was made of metal.

2. The soldier was awarded a medal.

3. Don't meddle in other people's affairs.

4. The bicycle pedal slipped.

5. The man tried to peddle his goods from door to door.

6. The petal was bright red.

LECTURE 19

1. bead-bean-beet(beat) meat(meet)-peat

1. I found the bead under the table.

2. Children love to throw bean bags.

3. Don't beat about the bush.

4. The beet is a red vegetable.

5. Would you like some more meat?

6. Peat is found in Ireland.

2. bare(bear)-mare-pair (pare-pear)

1. The trees look bare in winter.

2. The bear seemed very tame.

3. The gray mare was first in the race.

4. I need a new pair of shoes.

5. I need a knife to pare this apple.

6. Which do you prefer, a

Homophenes and sentences cont'd

LECTURE 20

1. straight(strait)-strayed
   strain-strained

   1. Go straight ahead for a mile.
   2. I was in such a strait I asked for help.
   3. The sheep strayed on to the highway.
   4. Sometimes the stress and strain of life is too much!
   5. I strained a muscle in the fall.

2. blaze-plays-place

   1. The fire soon began to blaze.
   2. Did you see the play this week?
   3. This place is too crowded for me.

R/280:01:mjn
(3/6/73)

The following words are designed for an audio tape, to be made by the instructor.

ORAL INTERPRETING PRACTICE TAPES - SCRIPT

Tape One, Unit One

The following list of 25 emotions are ones we commonly experience. Listen to each emotion and by only using facial expression, show each emotion. I will read the list through once and then ask you to stop the tape and discuss any problem areas. I will then repeat the list a second time. Remember do not use any gestures yet, only use facial expression. Ready? Let's begin.

1. Sadness
2. Love
3. Shyness
4. Boredom
5. Fatigue
6. Excitement
7. Surprise
8. Happiness
9. Anger
10. Disgust
11. Fear
12. Puzzlement
13. Curiosity
14. Disappointment
15. Shame
16. Enthusiasm
17. Concern
18. Shock
19. Snobbishness
20. Poutyness
21. Cautiousness
22. Egoist
23. Seductiveness
24. Indifference
25. Suspicion

STOP THE TAPE AND DISCUSS ANY PROBLEM AREAS.

I will now repeat the same list.

Siple: Oral Interpreting Practice Tape (continued)

1. Fear
2. Concern
3. Surprise
4. Fatigue
5. Snobbishness
6. Happiness
7. Sadness
8. Boredom
9. Excitement
10. Enthusiasm
11. Seductiveness
12. Anger
13. Shyness
14. Egoist
15. Shame
16. Love
17. Suspicion
18. Poutyness
19. Puzzlement
10. Curiosity
21. Disgust
22. Disappointment
23. Shock
24. Cautiousness
25. Indifference

This time you will hear our list of emotions again, but this time try to use a natural gesture or movement and the appropriate facial expression to show the emotion. Ready? Let's begin.

Emotion/Audio	Suggested Gesture/Instructor Info
1. Anger	Clenched fist
2. Fear	hand(s) with palm outward shielding face/body
3. Puzzlement	Scratch head
4. Seductiveness	(come here look) use eyes as invitation, tilt head backwards
5. Egoist	Hands on hips
6. Boredom	Rest chin on fist
7. Snobbishness	Hand brushing aside person
8. Fatigue	Slump back, arms drop

Siple: Oral Interpreting Practice Tape (continued)

	Emotion/Audio	Suggested Gesture/Instructor Info
9.	Love	Hands over heart
10.	Shame	Index fingers "shame on you"
11.	Disappointment	Snap fingers
12.	Enthusiasm	Rub hands together
13.	Poutyness	Fold arms
14.	Shyness	Hide face behind folded hands
15.	Cautiousness	Hand as if to reach out but pulls back
16.	Disgust	Hand on stomach or chest
17.	Concern	Open hands reaching out
18.	Shock	Hands dropped, body falls back
19.	Happiness	Hands clasped together
20.	Sadness	Drop hands in lap
21.	Surprise	Hands up and open, body up
22.	Excitement	Clenched fists, bounce up and down
23.	Suspicion	Rub chin
24.	Curiosity	Arm back, cran neck
25.	Indifference	Open hands, shrug shoulders

Now review the gestures you used to show the emotions. See if you can come up with more than one gesture for each of the emotions. If you are having difficulty thinking of a gesture, your instructor has a suggested list. Stop the tape now and review.

Now, let's practice some more facial expressions and accompanying gestures. The following list has other emotion and common words or phrases where gestures can be applied. Try to be creative. Let's begin.

Siple: Oral Interpreting Practice Tape (continued)

	Emotion/Audio	Suggested Gesture/Instructor Info
1.	Impatience	Tapping fingers
2.	Idea	Index finger raised next to head
3.	Scolding	Shaking finger
4.	Cold	Fold arm and rub upper arms
5.	A O K	Index touching thumb, other fingers out
6.	Hope	Cross index and middle fingers
7.	Hot	Wipe sweat off of brow
8.	So, so	Open hand moved back and forth
9.	Stop	Open hand in front of body, palm out
10.	Shhh	Index finger on lips
11.	Bye, bye	Hand bent, up and down
12.	No, no, no	Index finger shook back and forth
13.	Oh, I should have known that	Hit side of forehead with heel of hand
14.	Hello	Wave hand
15.	I could have punched him	Hit fist into other palm
16.	Oops	Cover mouth with fingertips
17.	Come here!	Index finger from one place to the other
18.	Oh, come on	Hand makes one drop from wrist
19.	Whispering	Place hand next to mouth
20.	Just like that!	Snap fingers

Review the last 20 words and phrases. When you have completed these 20, start the tape again for the remaining 20 words and phrases.

Stop tape now.

Siple: Oral Interpreting Practice Tape (continued)

	Emotion/Audio	Suggested Gestures/Instructor Info
1.	Pleading	Fold one hand over other as if praying
2.	Bravo!	Applaud
3.	Hurry	Hand rapidly and repeatedly moving toward body
4.	Oh, I couldn't look	Hand shield eyes
5.	Yeah!	Clenched fist(s) in air
6.	No, that's not right	Both hands open, palms out, wave back and forth
7.	Hunger	Hold stomach
8.	Let me see now...	Tap index on side of cheek
9.	Headache	Both hands, fingertips on temples
10.	Phew! That stinks	Index and thumb hold nose
11.	Thirst	Touch hand to throat
12.	What did you say?	Cup hand near ear, turn head
13.	Coughing	Fist hit chest
14.	Stubbornness	Fold arms, body back
15.	Wasting time	Twiddle thumbs
16.	Over there	Index finger point
17.	Huge	Both open hands, move out
18.	Monotonous	Yawn and cover mouth with fingertips
19.	Settle down	Both hands repeat downward movement
20.	How exciting (sarcastic)	Index finger-whoopee

You have completed the expression and natural gesture unit. Stop the tape now and review the last 20 words and phrases.

ALTERNATIVE IDEA: DO GESTURE; LET STUDENTS GUESS WORD.

THE
VOLTA
REVIEW

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October 28, 1981

Melinda McKee
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Dear Ms. McKee:

Thank you for your phone call requesting information about listing Volta Review articles in a printed curriculum.

We certainly have no problem with listing any articles from The Volta Review in your curriculum. Your students may then be interested in purchasing reprints of particular articles. I have enclosed a Fall/Winter 1981 publications booklet for this purpose; pages 24-27 lists reprints of articles that are available from our Publication Sales department.

If I can be of further assistance, please feel free to write or call.

Sincerely,

Susan M Keane

Susan M. Keane
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The Oral Interpreter: A Necessary Support Specialist for the Hearing Impaired

Winifred H. Northcott

This article reviews the various situations in which oral deaf persons can benefit from the services of an Oral Interpreter and urges the training and certification of Oral Interpreters. Guidelines are given for their interaction with "listeners" and for their professional and personal characteristics.

For years, hearing-impaired persons who use speech and speechreading as their preferred means of communications have turned upon occasion to a friend at hand and conveyed the message, "Clue me in," through a voiced request or puzzled facial expression. The friend then acts as an informal oral interpreter to convey the precise statements or condensation of remarks made by a speaker under circumstances which make third-party intervention necessary. One necessary person on the list of support specialists available to oral deaf youth and adults is the individual, duly trained and certified, who is formally identified and labeled an *Oral Interpreter* (capital *O* and capital *I*). This individual silently repeats the remarks of a speaker, either literally or in slightly paraphrased form to ensure greater clarity and comprehension, pacing himself at a comparable rate of speed and remaining one or two words behind the spoken message at all times.

The Oral Interpreter must be recognized formally as a separate but equal specialist by the National Registry of Interpreters for the Deaf, Inc. (R.I.D.), which is the certifying and training agency for the development of interpreters who currently use the simultaneous method of communication: i.e. conveying meaning by the use of the language of signs, fingerspelling, and mouthing of what another individual says for the benefit of a hearing-impaired person. In the past year, headlines from a New York newspaper addressed attention to "Those Who Hear for the City's Deaf" and described model projects for the training of sign language interpreters, funded partially by the state Office of Vocational Rehabilitation. In California, a $108,590 grant to California State University, Northridge, to "train and employ more sign language interpreters" was announced by a member of the President's Committee on Employment of the Handicapped.

different strokes for different folks

This is the decade of focus on the uniqueness of each hearing-impaired individual in the United States and attempts are being made to provide individualized special services that will assure his or her entitlements as a fully participating member of society. It is a decade in which changing educational practices have shattered myths and stereotypes about "the deaf" and made it impossible to offer a clear, definitive set of characteristics in response to the rhetorical question, "Will the REAL deaf child youth/adult please stand?"

It is a decade in which the low incidence of deafness among the school-age population (.075% or 3 in 4,000 children) is reduced even further in terms of functional behavior as a result of early identification of hearing loss, maximum use of binaural amplification when prescribed, and enrollment in a family-oriented early education program that includes placement in a regular nursery school for the majority of children. As a result, increased numbers of "graduates" are integrated into regular classrooms in subsequent years. English is the "mother tongue" and has been acquired in a primarily auditory or visual rhythmic oral way. Their aural/oral functioning testifies to the wide range of linguistic ability among "the deaf" in the school-age population alone.

Many state legislatures have interpreter laws that provide that all deaf persons appearing in state courts will have the legal right to a qualified interpreter. The current focus on the simultaneous or manual interpreter for all deaf and hard-of-hearing individuals focuses attention on the incomplete use of federal (taxpayers) dollars and denies an "appropriate" service to certain individuals with equal rights—the oral child, youth, and adult. An encouraging note is that in a recent amendment to the Maryland law, as reported by the National Center for Law and the Deaf in its *Newsletter*, Spring, 1976, all references to "deaf mutes" were deleted, and Oral Interpreters were authorized as a separate classification.

research evidence: modality preference

The research studies of Gates (1970), Goetzinger (1974), and Carson and Goetzinger (1975) furnish clear evidence of an oral modality preference among hearing-impaired youth and post-secondary students.

Data from two studies conducted at the National Technical Institute for

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the Deaf (NTID) provide clear evidence of the need for Oral Interpreters by certain undergraduate students.

Subtelny (1975) conducted a study to determine how well the 248 students who entered NTID in the summer of 1974 could receive information under optimal conditions when audition was the only mode of information reception. She reported that 25% of the students studied were able to understand most or all of the message given them by means of audition alone, using the CID Everyday Sentence Lists and selected spondee words. Another 49% of the entering students indicated by test data that they could understand most, if not all, the complete message by speechreading and listening.

In a separate study of the same population, Caccamise (1975), chairperson of the Manual Language Department of NTID, reported that 41% of the students lacked skills in receiving information through the manual code of expression. This information, coupled with the fact that "approximately 35% of entering students have elected to take the introductory course in simultaneous communication (under its old title of *Introduction to Manual Communication*) over the past two summers" indicates to the author that for a certain population within this and, indeed, any other educational setting at the post-secondary level, the need for a new support specialist, the Oral Interpreter, is evident.

Dr. Ross Stuckless, in response to a question about the availability of Oral Interpreters at NTID (during the Convention of American Instructors of the Deaf, Greensboro, North Carolina, July 1975), indicated that a number of oral students had requested provision of an oral interpreter until their proficiency in the new language of signs was accelerated. This was done.

legitimate questions—straight answers

Parents of oral deaf and hard-of-hearing children and youth have said, "My son/daughter can speak for himself/herself and can read nearly everyone's lips with ease. Why, if a person has excellent oral skills, are you suggesting a 'middle man'?"

The reasons will vary according to the setting. The scene may be a doctor's office, a large lecture hall at a university, a parent conference at school, job interviews, religious services, court cases (domestic/criminal), hospital, or certain modules of academic work in a high school or continuing education program. In any or all of these settings, speechreading, with or without aided hearing, may be difficult or impossible due to poor lighting, distance from the speaker, multiple-person conversation, or personal characteristics of the speaker ranging from a profusion of facial fuzz to an immobile upper lip.

Dr. George Fellendorf, executive director of the Alexander Graham Bell Association for the Deaf, wrote in support of a Senate bill (S. 1607) that related to the employment of interpreters for deaf employees, drew attention to the fact that in lieu of or in addition to manual interpretation, *many individuals need oral interpretation* in order to function effectively in their jobs. At the Bell Association, for example, adult de persons are members of the Board of Directors and the Committee Despite outstanding capabilities in speechreading and the use of residu hearing, they may need assistance in a group discussion or sometimes highly technical discussions on a one-to-one basis. "We find this is be accomplished through the use of an oral interpreter." Dr. Fellendorf con cluded. "We would like to suggest, therefore, . . . it be made clear th both oral interpreters and assistants, as well as those proficient in the us of signs, be employed to assist hearing-impaired individuals working federal agencies."[*]

Individuals who may request an Oral Interpreter fall into two su classifications:

Auditory/oral: any individual who receives his or her linguistic info mation primarily through the auditory channel, with or without amplific tion. This type of person will generally settle back, turn his or her hearin aid (if worn) to the desired volume, and listen to the speaker, whi occasionally glancing at the Oral Interpreter. If the speaker turns awa from the audience or someone asks a question out of hearing range, th Interpreter is useful temporarily. Here, the specialist's role is one watchful waiting to supply cues when necessary (e.g. "A woman in th back of the room asked if the same play would be given again tomorro night") in a checks-and-balance kind of supportive role.

Visual/oral: the person who relies on speechreading plus amplifie hearing or speechreading alone is apt to turn off his or her hearing aid t circumvent the problem of a dual or garbled message (due to delaye feedback, if the hearing aid is turned on). Such a person needs the Or Interpreter for group discussion situations and for audience situation where he or she is too far from the speaker to speechread easily.

THE ORAL INTERPRETER[*]

An Oral Interpreter is always a hearing person. At times he or she ma function as a *translator*, presenting without voice (voiceless speech o mouthing) the exact language of the speaker and using a normal rate o speed and enunciation. At other times, the "middle man" will function a an *interpreter*, to paraphrase or explain what the speaker is saying, selec ing phrases with higher visibility on the lips or synonyms that are more nearly a match to the communication ability of the person to whom the support is being given. The ability to act as a *reverse interpreter*, or translator, understanding the speech and/or mouthed or signed language of a hearing-impaired person and repeating it exactly or in essence for the benefit of another is a third dimension of competency that is essential for one who seeks formal recognition as an Oral Interpreter.

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[*] Letter to the Honorable Jennings Randolph, U.S. Senate, in reference to S. 1607, Employment Reading Assistants for Blind Employees and Interpreters for Deaf Employees, January 1976.

[*] This portion of this article is based in part on a presentation by Joseph Rosenstein, education progra specialist, HEW Department of Education, in the section meeting on oral interpreting at the A. G. Bel Association Biennial Convention, June 1976, Boston, Massachusetts.

juxta (one to one)

A preliminary conversation with the hearing-impaired person is desirable to determine his or her general level of receptive and expressive language ability. The Interpreter may or may not use voice, according to the particular situation (e.g., in a social situation versus a lecture hall). During a "warm up session" the Oral Interpreter can ascertain a person's preference for unobtrusive or preferential seating and his planned use or disuse of a hearing aid. Ideally, an Oral Interpreter would have become familiar with the content of the topic at hand in advance, but this is not always possible. If the relationship between Interpreter and client is a sustained one, in the instance of a court case or high school/college class, an effective Interpreter will be fully aware of the particular interests of the student and his or her knowledge of the subject area, and will make adjustments accordingly. In all instances, the Interpreter must respect the authority of his or her position and the responsibility it carries to be friendly, yet not personal.

the group situation

In certain settings, a spotlight may be desirable, if the audience expresses such preference. The position of the Interpreter in reference to the group and the opportunity for a light exchange of conversation relating to the event at hand permits their orientation to the style and accompanying gestures of the specialists.

During the event, the audience may "tune out" the Oral Interpreter in a variety of ways. An overly heated room, lack of sleep the night before, or "lip-hypnosis" may lead some people to doze off, particularly if the feeling of weariness is reinforced by the dullness of the subject matter. The material may be delightful, yet some may "wool-gather" and actively turn their minds to matters of more relevance in their immediate environment. During intermission, a brisk walk or a few breaths of fresh air helps to get the body and attitudes back into shape so that the mind of Interpreter and recipient can function more effectively.

In any situation, the relationship between the hearing-impaired pe son(s) and the Interpreter is highly confidential and personal, requirin integrity and restraint. This means that an Interpreter, whether an oral o sign language specialist, should not function as a pseudo-authority o deafness or a self-appointed crusader for a particular method of communication (*oral* or *simultaneous*) for all deaf and hard-of-hearing pe sons.

personal characteristics

On any given occasion, the rule of "sweet reasonableness" shoul govern an Oral Interpreter's dress; that is, different clothes and jewel would be worn for a banquet than a barbecue. However, the style an color (preferably plain) should always provide a suitable backdrop for a animated face and the natural body language that accompanies the voiceless translation or interpretation. Since oral individuals read the enti face for meaning of the spoken message, not just the lips, a beard an moustache can obscure some of the subtle cues furnished by the cheeks chin, and dimples. In any case, they should be well trimmed to expose th lips generously and shaven, if the applicant expects preferrential trea ment as a full-time Oral Interpreter. Lipstick in moderate amounts (som male interpreters wear brown tones) and occasional natural gestures t reinforce the meanings of words or phrases also add to comprehension o the part of the "listener." It is assumed that a person with an immobil upper lip or very thin lips would not be a choice candidate as an Or Interpreter. Glasses should be removed at the request of the audienc whose wishes are paramount.

professional characteristics

The subtlety of phrasing and the literary style of the speaker are co veyed to the hearing-impaired person by more than voiceless speech. Th Oral Interpreter makes full but natural use of facial expressions and bod language to add a spontaneous animation that is desirable and very valuable to the "listener." For example, translation of the statement, " couldn't care less," might be repeated with a toss of the head and lift o one shoulder.

In the smooth repetition of thoughts, a speaker's "er's" and "ah's" a usually eliminated. A certain kind of mind-training seems to occur amon Oral Interpreters, which results in their automatically rephrasing thought or sentence for higher visibility. For example, "He thinks he' the *king*" would be interpreted, 'He thinks he's so important, just like king." Natural gestures might be used to accompany the translated sentence, "I will never give in," with a sweep of the hand to the left, palm down, for added emphasis.

Since the speechreader's mind searches for the *gestalt* or essence of a thought conveyed in the more visible, contentive words of a sentence, the Oral Interpreter offers a synonym when a *homophene* (look alike) appears and needs translation. "He grabbed a bat and ran" would be paraphrased as "He grabbed a baseball bat and ran." Occasionally, a speaker pauses to reshuffle his papers or revise a statement. In this awkward moment of silence, the Oral Interpreter might say to the audience, "He's trying to find his place in the outline" or "The speaker is thinking . . . but not out loud." This offers a momentary oasis for the Oral Interpreter, who cannot retain much of another's spoken message when focusing on careful repetition of every word, phrase, and subtlety of meaning conveyed by the speaker. The process of listening to the spoken word (translating it immediately into voiceless speech while continuing the normal rate, flow, and rhythm of speech) does not permit the brain to absorb much of what is heard. The Interpreter will routinely direct the audience's attention to a change in speakers through a casual glance or gesture in the appropriate direction. Similarly, an Interpreter will be relieved by a "fresh replacement" during a lull in the event or after a prolonged period of time.

professional training and specialization

To date, there is no written set of standards for qualification as an Oral Interpreter, no available certification or accreditation and, therefore, no "Good Housekeeping Seal of Approval" that can be earned by individuals with certain personal and professional competencies who seek formal recognition as a generalist or specialist in the field of education, law, medicine, or industry or religious work.

A program of preservice and professional growth training should be based on as yet unidentified personal, professional, and conceptual competencies (skills, knowledge, techniques) agreed upon by a certifying body. In the judgment of the author, these would include clear, natural enunciation and fluency in the timing and style of transmission of a speaker's message. The ability to function as an *interpreter, translator,* and *reverse interpreter/translator* is central to the evolution of a professional Oral Interpreter. In addition, the Interpreter must be able to convey to the client a clear sense of trust and respect for his or her wishes. Services should be tailored to the client's particular level of oral communication skills.

Preservice training and course content would include the following items in an open-ended list: 1) the principles of lipreading and their appl cation; 2) field experiences with oral deaf persons with a wide range receptive and expressive communication skills; 3) role playing and sim lated interviews in educational, business, legal, and social settings; microteaching (audio-videotapes for self-improvement); 5) reverse inter preting experience; 6) student critique and evaluation by oral deaf yout and adults.

the Registry of Interpreters of the Deaf, Inc.

The vehicle for the training, certification, and advertisement availability of Oral Interpreters in public schools, colleges and unive sities, and the adult world does exist. It is the Registry of Interpreters the Deaf, Inc. (R.I.D.), founded in 1964 with support from the Vocation Rehabilitation Administration, U.S. Department of Health, Educatio and Welfare. A grant from the Social Rehabilitation Services, submitte by the National Association of the Deaf, provided a variety of services the budding organization until 1972. R.I.D. has a current membership over 2,300 in 57 Chapters, operating in 43 states and the District of C lumbia.

The identified roles and functions of R.I.D. can be expanded to a commodate to the added dimension of the support needed by oral de individuals, in the following ways:

1. give formal identification and position description of the addition specialist labeled an Oral Interpreter: role and function;
2. identify the competencies (knowledge, skills, techniques) to be a quired in successive levels of formal training and certification;
3. provide quality control of preservice and professional developme training by delineation of the content of lectures, discussions, rol playing, and observation/practicum experience at each level professional/technical certification; and
4. give publicity to this new dimension of services to be available for or youth and adults, as appropriate.

The present climate for exploratory discussion with representatives R.I.D. is hospitable. At the 1976 Convention of the Alexander Graha Bell Association for the Deaf, held in Boston, the author was privileged appear as a panelist addressing the topic: "Oral Interpreters: A Missin Link." In response to her presentation entitled, "The Case for Oral In terpreters," the president of R.I.D., Carl Kirchner, concluded his form paper with the statement, "The R.I.D., Inc., expresses its willingness work with the Alexander Graham Bell Association and its hearing impaired members to establish a certificate for oral interpreting. Hop fully, with your help and guidance, such a certificate could be established. The R.I.D. stands ready and willing to serve."

The next move is up to us, as advocates for equal opportunities for all hearing-impaired children, youth, and adults who use speech and speechreading as their preferred means of communication.

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Guidelines for the Preparation Of Oral Interpreters: Support Specialists for Hearing-Impaired Individuals

Introduction

Winifred H. Northcott, president, Alexander Graham Bell Association for the Deaf

The current educational and social environment is one of respect for individual differences among deaf and hard-of-hearing people regarding their expressed mode of communication preference in daily living. Recently, there has been a groundswell of interest and action directed toward the formal preparation and eventual certification by the Registry of Interpreters for the Deaf, Inc. (RID) of a new, additional support specialist—the Oral Interpreter (as distinct from the Manual Interpreter). The Oral Interpreter is to be available on request for those deaf and hard-of-hearing individuals who rely upon speechreading, with or without auditory input, as their preferred means of interpersonal communication.

In 1977, strong regulations were written to implement Section 504 of the Rehabilitation Act of 1973 which provides that:

> No otherwise qualified handicapped individual in the United States shall, solely by the reason of his handicap, be excluded from the participation in, be denied the benefit of, or be subjected to discrimination under any program or activity receiving federal financial assistance

This small section of the law is administered by the Office of Civil Rights. Violation of the rights of a handicapped person (deaf or hard of hearing in this instance) carries the threat of sanctions, including the withholding of federal funds for demonstrated discrimination. The missing link has been the Oral Interpreter.

Definition of Terms

An Oral Interpreter is usually a hearing person He or she will proceed at a normal rate of speed and enunciation and will generally be a few

Volta Review (journal of the Alexander Graham Bell Association for the Deaf) words behind the speaker in the smooth repetition of statements. A skilled Oral Interpreter will sometimes rephrase or add a word or phrase to give higher visibility on the lips for added comprehension. Natural body language and gestures give added flavor.

ORAL INTERPRETING: the incidental or substantial rewording of the speaker's remarks, presented with or without voice and always with natural lip movements.

ORAL TRANSLATING: verbatim presentation of the speaker's remarks by means of natural lip movements, with or without voice.

REVERSE ORAL INTERPRETING: verbal rephrasing of the message of a hearing-impaired (deaf or hard-of-hearing) person who may or may not use voiced speech, standard inflectional patterns, and grammatical construction.

REVERSE ORAL TRANSLATING: vocal expression of the exact words of a hearing-impaired (deaf or hard-of-hearing) speaker who may or may not use voiced speech, standard inflectional patterns, and grammatical construction.

Earlier Activity

At the biennial National Convention of the Alexander Graham Bell Association for the Deaf, held in Boston, June 1976, one section presentation was titled: "Oral Interpreters: A Missing Link Among Support Specialists for the Hearing Impaired." In response to deaf and hard-of-hearing panelists at the convention who presented "The Case for Oral Interpreters," Carl Kirchner, then president of the Registry of Interpreters for the Deaf, concluded his formal paper with the statement:

> The RID, Inc. expresses its willingness to work with the Alexander Graham Bell Association and its hearing-impaired members to establish a certificate for oral interpreting. Hopefully, with your help and guidance, such a certificate could be established. The RID stand ready and willing to serve.

The next move was up to the A.G. Bell Association. It took the form of a published article in *The Volta Review* (Northcott, 1977) identifying the various dimensions of professional training and specialization that must be considered in exploratory discussions prior to implementation of training programs and eventual certification of graduates as Oral Interpreters by the Registry of Interpreters for the Deaf.

Subsequently, RID invited the A.G. Bell Association and the National Technical Institute for the Deaf (NTID) to share the responsibility of defining certification requirements for Oral Interpreters.

In parallel action in 1978, the Council of Directors of Federally Funded Post-Secondary Programs for the Deaf convened to develop "Policies, Procedures, and Guidelines for the Implementation of the National Interpreters for the Deaf Training Act of 1978," which were submitted to the U.S. Office for Handicapped Individuals. Named in the guidelines are four deaf parent/consumer groups: International Parents' Organization (AGB), International Association of Parents of the Deaf, National Association of the Deaf, and Oral Deaf Adults Section (AGB).

Dr. William Castle, chairperson, convened a meeting of representatives of the four groups listed above in St. Louis on June 23, 1978 during the biennial National Convention of the A.G. Bell Association. The purpose was to include reference to Oral Interpreters at different points throughout the document relating to implementation of the National Interpreters for the Deaf Training Act of 1978. However, a separate section on Oral Interpreters was neither developed nor appeared in the final document.

Thus, on October 27–28, 1978, in Washington, D.C., the A.G. Bell Association held a workshop, "Focus on the Oral Interpreter," to revise a first draft of these guidelines, originally written by Winifred H. Northcott. Following formal presentations, 25 deaf and hearing participants worked in small groups through discussion and consensus votes to modify, expand, and shape the list of competencies (knowledge, skills, and attitudes) required for efficient performance as an Oral Interpreter. Deaf and hearing individuals from inside and outside the A.G. Bell Association, oral and manual interpreters, public school administrators of programs for hearing-impaired persons, and representatives from NTID and the National Association of the Deaf (NAD) comprised the group. ODAS member Beth Powell took the leadership role of workshop coordinator and deaf individuals were the formal discussion chairpersons. These guidelines are the product of this endeavor.

The A.G. Bell Association enthusiastically endorses the assurance of separate but equal specialists—the Oral Interpreter and the Manual or Simultaneous Interpreter—in order that the rights of every deaf and hard-of-hearing individual to full participation in society be preserved. Each person is entitled to receive support when needed, both during school years and as adults, in the mode of communication of his or her choice (*Oral* or *Simultaneous* method). This may be by means of speechreading alone (with amplification as appropriate), supplied by an Oral Interpreter on request, or a combination of speechreading and sign language as presented by a Manual Interpreter, on request.

On June 23, 1978 the Council on Education of the Deaf (CED)[*] formally resolved upon action of the Board of Directors of each of its constituent organizations that:

> CED views the role of Oral Interpreter as a necessary adjunct to equal opportunity for all hearing-impaired individuals (deaf and hard of hearing) and recommends that

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[*] The constituent members of the Council on Education of the Deaf are the Alexander Graham Bell Association for the Deaf, the Conference of Executives of American Schools for the Deaf, and the Convention of American Instructors of the Deaf

agencies involved with the provision of or training or certification of Simultaneous or Manual Interpreters for the Deaf consider the establishment of guidelines, competencies and criteria for certification of Oral Interpreters as soon as practicable

Thus, we leave the era of rigidity related to methods of communication, with its defenses and accusations reflected in value judgments, and take advantage of the current process by which alternatives to individualized services required by a single deaf or hard-of-hearing person are assured under Section 504 of the Rehabilitation Act of 1973. In this hospitable environment, the fledgling Oral Interpreter is recognized as a valuable member of the support team.

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The Role of Interpreters for the Deaf

James Stangarone, president, Registry of Interpreters for the Deaf

Since the Registry of Interpreters for the Deaf, Inc. pioneered the certification of over 2000 sign language interpreters, it is again most appropriate for this organization to certify Oral Interpreters for the deaf. At present, RID has over 3500 members of whom 2100 are certified. These members are located within 60 chapters in 42 states. This vast network of interpreters has been providing services to deaf individuals in medical, educational, legal, cultural, religious, and mental health settings.

We are now working with the National Technical Institute for the Deaf to develop a prescreening program and actual certification procedures. When this project is completed, a workshop will be convened to bring together members of various organizations who provide direct or indirect services to deaf individuals. The certification procedures will be presented at this workshop and, if approved, will be given to the RID for implementation.

The Registry of Interpreters for the Deaf has also developed its own "Principles, Guidelines and Standards for RID, Inc. Accreditation of Interpreter Training Programs." The training and certifying of oral interpreters has been included within this process.

We would like to take this opportunity to thank the National Technical Institute for the Deaf and the Alexander Graham Bell Association for the Deaf for the outstanding contribution they have made in preparing the guidelines for this project.

The Oral Interpreter or Translator

The services of an Oral Interpreter may be required in a variety of situations depending upon the modality preference of individuals with varying degrees of hearing loss. Among the more common instances are: group discussions in a classroom or lecture hall, public speeches and programs, conversation (interviews, person to person), professional settings (courtrooms, consultations, conferences), and media (television, radio, telephone).

An interpreter shall not espouse any particular mode of communication (oral, simultaneous, or manual) as superior to another, but shall be guided by the expressed wishes of the consumer(s) as to the mode of communication to be employed.

A. *PERSONAL CHARACTERISTICS* The following characteristics are conducive to speechreading without strain:
  1. Facial characteristics conducive to speechreading:
    a. mobile lips,
    b. no deformation of teeth, lips, jaws,
    c. precise enunciation and diction,
    d. expressive face and eyes,
    e. well-trimmed beard and mustache, if any;
  2. Experience in communication with a variety of deaf and hard-of-hearing individuals;
  3. Clear speech;
  4. Appropriate regional or ethnic accent;
  5. Clothing suitable for occasion including lack of distracting jewelry and or sunglasses.

B. *KNOWLEDGE* The Oral Interpreter should have working knowledge of the following:
  1. The role and function of an Oral Interpreter and translator;
  2. Homophenes (low visibility words) and how to rephrase them for increased comprehension;
  3. Public speaking techniques;
  4. Principles of communicative and interpersonal dynamics;
  5. Variability of the responsive behavior of hearing-impaired (deaf and hard of hearing) individuals;
  6. Procedures and protocol for special situations (i.e., telephone);
  7. Current trends in education of the hearing impaired (deaf and hard of hearing);
  8. Hearing aids—their uses and limitations.

9. Theories and practices of mainstreaming hearing-impaired children in the regular classroom—integration and assimilation as processes;
10. Telecommunication systems and other devices and their use;
11. Formal systems of speechreading/speechreading instruction;
12. Psycho-social aspects of deafness;
13. Professional organizational activities, certificates, publications, and educational/work environments related to hearing-impaired individuals of school and post-school age;
14. Facial/body language—client/interpreter feedback;
15. Various etiologies of deafness.

C. *SKILLS* The oral interpreter shall demonstrate the ability to:

1. Transmit effectively the style, mood, and intent of the speaker(s);
2. Adapt the environment to meet the needs of clients in one-to-one or group situations;
3. Apply appropriate auditory and visual memory techniques in the process of interpreting and translating;
4. Identify a client's primary channels for receptive and expressive communication;
5. Identify in an unobtrusive manner a change in speakers as well as a change in subject;
6. Rephrase sentences for maximum visibility when necessary while retaining their original meaning;
7. Demonstrate ability to use the variety of telecommunication systems and devices;
8. Demonstrate appropriate public speaking techniques as they apply to oral interpreting and translating;
9. Be able to interpret verbally the statement of hearing-impaired individuals having varying degrees of speech intelligibility (reverse interpretation or translation);
10. Exhibit precise speech production;
11. Give evidence of smooth, not choppy, interpreting style;
12. (Optional) Use conversational sign language and finger-spelling for the purposes of reverse interpreting and translating.

D. *ATTITUDES* The Oral Interpreter is one who:

1. Is sensitive to the dignity of each hearing-impaired individual;
2. Recognizes the purposes of the various organizations of and for hearing-impaired individuals and communicates them without bias;
3. Supports professional organizations related to the promotion of speech, speechreading, and use of residual hearing;
4. Is willing to continue to develop and upgrade professional competence;

5. Performs in accordance with national, state, and local guidelines and regulations, and the code of ethics;
6. Relates positively to all hearing-impaired consumers of interpreting services;
7. Demonstrates willingness and patience to work with hearing-impaired individuals with varying degrees of speechreading proficiency;
8. Recognizes personal performance strengths, weaknesses, and limitations and invites constructive suggestions for improvement as an Oral Interpreter;
9. Demonstrates a sensitivity to clients' preferences in the interpreting situation.

E. *ENVIRONMENT* It is the responsibility of the Oral Interpreter to consult with the client and facilitate the following:

1. Lighting and seating arrangements for maximum efficiency in speechreading (individual or group);
2. Optimum auditory environment when the client uses hearing, with or without an aid.

F. *CURRICULUM* Any program designed for the training of Oral Interpreters shall meet the requisites below.

1. The curriculum shall contain:
   - a. Formal study of speechreading systems;
   - b. Social interaction with hearing-impaired (deaf and hard-of-hearing) individuals outside the training site;
   - c. Educational management systems;
   - d. Psycho-social aspects of deafness;
   - e. Dramatic theatrical techniques;
   - f. Articulation distinction, and
   - g. Practicum (group discussions, role playing, mock evaluations, supervised practice of oral interpreting and translating, and reverse oral interpreting and translating).
2. The program shall demonstrate that its Oral Interpreter graduates meet the requirements outlined in these guidelines.
3. The program shall include a job placement component and maintain, along with AGBAD and RID, a referral list of certified Oral Interpreters.
4. The curriculum shall demonstrate that it is designed to prepare the trainees to meet the knowledge, skills, and attitude requirements of the oral specialist certification that will be awarded by RID in compliance with Oral Interpreter guidelines and subsequent standards to be developed.
5. The admissions policy shall be consistent with that of the host institution, yet flexible enough to accommodate various levels of competence at or above the minimal requirements for entry.

6. Availability of oral deaf individuals within the host institutions for use as subjects in practicum is essential

G *TRAINING SITES* The A.G. Bell Association for the Deaf will assume a leadership role in the identification and establishment of programs for training Oral Interpreters leading to certification by RID. Training sites will be selected in accordance with need and resources available and have as a minimum the following characteristics:

1. Accreditation by its respective regional accrediting body;
2. Compliance with Sections 503-504 of the Rehabilitation Act of 1973 in providing education and employment opportunities to handicapped persons who have the capability of carrying out their employment responsibilities;
3. Program content consistent with the goals and objectives of the program for training Oral Interpreters;
4. Climate of openness, acceptance, and flexibility for the challenges presented by the program for training Oral Interpreters;
5. Demonstration of financial commitment to continuation of an Oral Interpreter training program;
6. Resources to support the program including support courses in related fields and library capability for providing professional books, periodicals, journals, and materials on topics such as deafness, use of residual hearing, and the range of achievement among deaf and hard-of-hearing individuals;
7. Demonstration of a history of sustained effort in recruitment of individuals who can benefit from the services of an Oral Interpreter

Registry of Interpreters for the Deaf, Inc. Code of Ethics*

Preamble:

RID, Inc. refers to individuals who may perform one or more of the following services:

Interpret from:
Spoken English to American Sign Language
American Sign Language to Spoken English

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*Revised July, 1978

Established in 1890 to Encourage the Teaching of Speech, Speechreading, and the Use of Residual Hearing

Alexander Graham Bell Association for the Deaf, Inc.
3417 VOLTA PLACE, N.W • WASHINGTON, D.C. 20007 • TELEPHONE: (202) 337-5220

Office of the President

WHAT CONSTITUTES A "GOOD" SENTENCE...FROM THE POINT OF VIEW OF A SPEECHREADER

Winifred H. Northcott, PhD*

I. Synonym:speechreading/lipreading

II. The system of speechreading

1. Analytic approach....sound formations; speech forms; speech combinations

2. Inductive approach....some considerations

    A. Individual phoneme visibility

    B. Gestalt of a sentence/paragraph

    C. Availability of residual hearing(aided or unaided)

    D. General level of receptive/expressive language
    . age in the system of speechreading

    E. General reading level: full comprehension

    F. Attitude of hearing impaired person toward his/her deafness

    G. Personality of the speechreader- contributing to or detracting from ease in understanding spoken message

III. Reminder: "THE SPEECHREADING PROCESS IS KNOWN TO BE DEPENDENT ON THE ABILITY TO COMPREHEND THE GESTALT OF A SENTENCE AND TO INITIATE VERBAL CLOSURE, RATHER THAN MERELY TO READ INDIVIDUAL WORD UNITS."

(Lowenbraun, S and J.Q. Affleck, Exceptional Children, 36(10), Summer, 1970, p.725-742. Quotation, page 735.)

IV. Factors contributing to difficulty in speechreading.

1. Word barriers.

    A. Physical placement: tongue, teeth, lips(where the sound is made)

---

*Please reference, if quoted.

Northcott continued:

B. Referrent/preceding sentence or paragraph

C. Position of the low visibility/invisible word in a sentence

D. Brevity of a sentence.

E. Familiarity with the challenging word

F. Factor of situational comprehension

G. Match between speechreader's skills and Oral Interpreter's degree of adaptability/competence to reach the 'consumer/client'

V. Vary the technique by which you clarify or convey the spoken message, the mood, tone and style of communication of the original speaker.

1. Available alternatives

A. Change the phrasing, retain the meaning

B. Mirror the redundancy of the speaker

C. Modify a compound, complex sentence without changing meaning

D. Add a synonym

E. Add an antonym

F. Add a clarifying word or phrase

G. Change the position of the barrier words/phrase in the sentence or paragraph

H. Attend to the brevity of a sentence- expand it

I. Change interpreters!!!

VI. Reminder: "5% would be a good estimate of the amount of variability in lipreading performance that can be predicted from visibility information."

As the sentence length increases, consideration of phoneme visibility becomes less important and factors such as syntactic structure, word familiarity and knowledge of context probably become more important."

Clouser, R.A. Volta Review, 79(1), January, 1977, 27-34. Research study.
Title: Relative Phoneme Visibility and Lipreading Performance.

Information Pertaining to

Registry of Interpreters for the Deaf

ORAL CERTIFICATION

Readiness Characteristics

The candidate for certification as an oral interpreter will:

1. Define terminology commonly used in interpreting.
2. Demonstrate personal, physical and speaking characteristics conducive to speechreading without strain, i.e., facial expressions, appearance, clear articulation, mobile lip movements, appropriate natural gestures and body language and reverse oral interpreting.
3. Describe previous experiences as an oral interpreter.
4. Define the intent of the RID Code of Ethics.
5. Demonstrate a basic knowledge of various aspects of deafness, i.e., psychosocial, educational, communication, physiological, etc.
6. Demonstrate comprehension of the spoken message of hearing impaired individuals with a variety of degrees of speech and speechreading proficiency.
7. Apply techniques for assessing situational factors that affect interpreting, i.e., environment, situation acoustics, technical considerations, etc.

Certifications Offered for Oral Interp.

1. OI:S/V Oral Interpreter:Spoken to Visible

   An individual who possesses a high level of proficiency as an expressive oral interpreter with minimal skills in reverse oral interpreting.

2. OC:C Oral Certification:Comprehensive

   An individual who possesses a high level of proficiency both as an expressive and reverse oral interpreter.

3. OI:V/S Oral Interpreter:Visible to Spoken

   An individual who possesses a high level of proficiency as a reverse oral interpreter.

	Interview	Expressive	Reverse	Written Tests
OI:SV	75%	75%	65%	75%
OC:C	75%	75%	75%	75%
OI:V/S	75%	75%	75%	75%

Self-Screening Questionnaire

This questionnaire is designed to help potential evaluation candidates determine their readiness for evaluation. An affirmative response to these questions indicates possible readiness.

1. Have you read Interpreting for Deaf People and do you feel familiar with its implications?
2. Have you read the Guidelines for Oral Interpreters (A.G.B.) and do you feel familiar with its implications?
3. Have you read the RID Code of Ethics and do you feel familiar with its implications?
4. Have you attended one or more formal Oral Interpreter Training Workshops?
5. Have you functioned as an oral interpreter frequently________? infrequently______?
6. Have you ever functioned as a reverse oral interpreter?
7. Do you feel confident that you have an adequate command of terminology to feel comfortable in a variety of interpreting environments, such as medical, legal, educational?
8. Have you had enough experiences with deaf and hard-of-hearing people so that you can discern and adapt to a variety of levels of proficiency in English (receptive, spoken).
9. Are you the kind of individual who can adapt reasonably well to varied situations and people with diverse attitudes and personalities?

Potential evaluation candidates should be able to respond affirmatively to most of these questions.

— Dick Dirst

Oral interpreting certification process (see handout)

I. Written Test

Code of ethics/oral interp. situations/etc.

20 m.c. ??

5 essay ??

not pass written: can't take skill portion

scored by chairpersons @ site - not sent back to RID for scoring

II. Warm up Materials - 1 hour

book read thru about interview

" " eval. process

" " copy of code of ethics

" " scripts for audio/video warm up tapes

III. Evaluation - 5 member panel (3 deaf/2 hearing - oral cert.)

A. Interview questions in book - can ask additional questions

B. 4 s/1 tapes - 2 interp/2 transliterate
4 v/s tapes - 2 interp/2 transliterate

1981

REGISTRY OF INTERPRETERS FOR THE DEAF, INC.

NATIONAL EVALUATION SYSTEM

INFORMATION FOR CANDIDATES - ORAL EVALUATION

In 1972 the Registry of Interpreters for the Deaf, Inc. established the National Evaluation System for interpreters for the deaf. The National Evaluation System's Certification process of evaluating interpreter/transliterators for the deaf serves both the hearing impaired and the interpreter/transliterator. The System was designed for identification of qualified interpreter/transliterators in order that deaf persons, courts, agencies, both public and private and others could be assured of the best interpreting services possible.

In 1979 the evaluation and certification of oral interpreters was added to the National Evaluation System. Through cooperative efforts of the R.I.D., Inc., the Alexander Graham Bell Association for the Deaf and several other organizations an evaluation system was designed to evaluate the comptencies of interpreters for hearing impaired individuals who prefer speech and speechreading as their mode of communication.

The NATIONAL CERTIFICATION BOARD of the Registry of Interpreters for the Deaf, Inc.is the standing committee responsible for the implementation and administration of the evaluation system on a national level.

The ORAL EVALUATION TEAM serves as an extension of the National Certification Board. The team represents the National Certification Board on a local basis to conduct and administer the National Evaluation System.

The Oral Evaluation Team is established in a geographic area where there exists an affiliated chapter of the R.I.D. Based on agreement between the affiliated R.I.D. Chapter and the National Certification Board the Oral Evaluation Team will serve in a specific geographic area only.

CERTIFICATIONS AWARDED

The R.I.D. awards certification to interpreter/transliterators who attain minimal standards on each section of a given certification evaluation. The certification indicates that a person has met minimal standards established by the National Certification Board in interpreting/transliterating skills and does not qualify the skills beyond the minimal competency level.

The following Oral Certificates are offered:

Oral Interpreter Certificate: Comprehensive (OIC:C) Ability to paraphrase/transliterate a spoken message with or without voice and with natural lip movements with hearing impaired persons and ability to understand the speech and/or mouth movements of a hearing impaired person and repeat it exactly or in essence forthe benefit of a third person.

Oral Interpreter Certificate: Spoken to Visible (OIC:S/V): Ability to paraphrase/transliterate a spoken message with or without voice and with natural lip movements with hearing impaired persons and possess limited or minimal skills in ability to understand the speech and/or mouth movements of a hearing impaired person and repeat it exactly or in essence for the benefit of a third person.

Oral Interpreter Certificate: Visible to Spoken (OIC:V/S): Ability to understand the speech and/or mouth movements of a hearing impaired person and repeat it exactly or in essence for the benefit of a third person.

EVALUATION FEES

Each candidate for evaluation must pay an evaluation fee. The fees are:

Oral Interpreting Certificate: Comprehensive (OIC:C)	$25.00
Oral Interpreting Certificate: Spoken to Visible (OIC:S/V)	$20.00
Oral Interpreting Certificate: Visible to Spoken (OIC:V/S)	$20.00

EVALUATION PROCEDURES

The Oral Evaluation Team for a specific evaluation consists of six members approved by the National Certification Board. Three of the members are hearing impaired with OIC:V/S certification and three of the members are hearing with OIC:C certification. Five team members rate the candidate's skills in specific areas on an Evaluator's Rating Form. One member will serve as a spoken to visible transliterator during the video portion of the evaluation.

The Oral Evaluation Team does not issue certificates. It makes recommendations to the National Certification Board. The National Certification Board will either awarded or deny a certificate on the basis of the recommendation of the Oral Team. Each section of the evaluation must be completed satisfactorily to be awarded a certification.

The evaluation consists of four parts:

A. Written Test: Tests the R.I.D. Code of Ethics and role and function of the interpreter in various situational circumstances.

B. Interview: Questions will be asked concerning the candidate's philosphy on interpreting and knowledge of the R.I.D. Code of Ethics. The team members will be evaluating responses according to: Manner, role and function, confidentiality, communication skills and response quality.

C. Spoken to Visible Paraphrasing and Transliteration: The candidate is asked to paraphrase and transliterate spoken messages from audio tapes without voice and using natural lip movements into a visible message for the benefit of a hearing impaired person.

D. Visible to Spoken Interpreting and Transliteration: The candidate is asked to transmit a message from a hearing impaired person through speech and/or mouth movements for the benefit of a third person.

VALIDATION AND RENEWAL OF CERTIFICATION

All initial certificates are issued for a five year period. Prior to the expiration date of a certificate, the R.I.D. notifies the certificate holder of the procedure required for re-evaluation for certification.

An annual maintenance fee is required to maintain the certification as valid. A R.I.D. certified member pays $10.00 membership dues, plus the annual maintenance fee to keep their certification valid and be a member of the R.I.D. If a non-member is awarded certification they will pay an annual maintenance fee for the certification to remain valid.

Membership/Maintenance Fee Chart

		Member		Non-member
Certificate	Maintenance Fee	Membership Dues	Total	Maintenance Fee
OIC:C	$10.00	$10.00	$20.00	$30.00
OIC:S/V	$ 5.00	$10.00	$15.00	$25.00
OIC:V/S	No Fee	$10.00	$10.00	$20.00

CERTIFICATION STANDARDS

The National Certification Board has established standards for each of the certifications. These percentage standards are indicated in the chart below as well as the sections which are required for each of the various certifications.

	OIC:C	OIC:S/V	OIC:V/S
Written Test	75%	75%	75%
Interview	75%	75%	75%
Spoken to Visible			
Paraphrasing	75%	70%	XXX
Transliterating	75%	70%	XXX
Visible to Spoken			
Interpreting	75%	60%	75%
Transliterating	75%	60%	75%
Overall Performance	75%	65%	XXX

NOTIFICATION OF CERTIFICATION AWARDED

The R.I.D. National Certification Board will inform the candidate within three to four weeks of the evaluation results. The Oral Evaluation Team is not able to give the candidate the results.

The candidate will receive the following from the National Certification Board:

1. Evaluator's Composite Rating Report - This is a summary of the average rating for each sill item on the Evaluator's Rating Form.
2. Evaluation Percentage Profile - This profile compares the candidate's scores on the evaluation with the percentage standards established.
3. Appropriate Certificate - If the candidate scored high enough to obtain one of the certifications, the appropriate certificate will be mailed.
4. Appropriate Certificate Card - If the candidate scored high enough to obtain one of the certifications, the appropriate certification card will be mailed.

The National Certification Board has the right to revoke or suspend an interpreter/transliterator's certificate at any time upon evidence of unprofessional manner, conduct, etc. in performing services as an interpreter/transliterator. The R.I.D. Greivance Procedures outlines these circumstances.

Information Sheet for Candidates - Sign Language Evaluation and Information Sheet for Candidates - Master Comprehensive Skills Certificate are also available from the R.I.D. Office. For additional information regarding the National Evaluation System of the Registry of Interpreters for the Deaf, Inc. and for location of Oral Evaluation Teams in different geographic areas write:

Registry of Interpreters for the Deaf, Inc.
814 Thayer Avenue
Silver Spring, Maryland 20910

Telephone: 301-588-2406 (Voice or TTY)

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